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ABSTRACT

This study of graduate student socialization in Departments of Political Science is based on data collected in 14 departments of broadly representative Ph.D. granting institutions in the U.S. All students and faculty in all departments were sent a questionnaire asking about their attitude toward the profession, their program of study, their relations with others in the department, and academic values. The mean values of student and faculty responses were correlated, and analyses were made of departmental, as well as individual differences. There appeared to be two "pure" types of departments. Type I departments had a high rate of interaction between students and faculty, accurate perceptions between the two groups, high morale on the part of the students, and relatively high disagreement between students and faculty on substantive and political matters. These departments also had higher student satisfaction with the relevance of their graduate training. Type II departments were the opposite in each case. Type I departments provided an environment that supported differences between faculty and students, while the hierarchical structure, lack of communication and low morale in the Type II departments led to conformity on the part of the students. (Author/AF)

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INTERDISCIPLINARY RESEARCH RELATING COMMUNITY AND COLLEGE ACTIVITIES

Ray H. MacNair and
William Siembieda (in his absence)

Tuskegee Institute
Tuskegee Institute, Alabama 36088

November, 1970

U. S. Department of Health, Education, & Welfare

Office of Education - Bureau of Research

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PREFACE

We should acknowledge that "the interdisciplinary research program" (as we call it) is a part of a larger movement which includes interdisciplinary demonstrations and training, curriculum planning, and actual daily course work. This movement reaches faculty and students all over the country. It raises important questions for the goals of an academic institution and the structure of individual academic careers. We are indebted to the movement for an experience which we believe is eminently practical for the community but also enlightening and revealing to our minds.

This report concludes an activity which is now two years old at Tuskegee Institute. It was carried out under the general stimulation and guidance of Dr. Edgar G. Epps who is now moving to the University of Chicago. He was Chairman of the Division of Social Sciences and Director of the Division of Behavioral Science Research. He helped to sustain the relationship between these two divisions in this project. With his departure, we expect that the program will not be lost but will take new directions. Those directions are not predictable at the time of this writing.

Mr. William Siembieda, an architect and urban planner and a co-coordinator, left Tuskegee Institute in August, 1969, but he continued his interest in the project and assisted in an early draft of this report. Mr. Siembieda's ability to translate his field into the language of social scientists was the keystone for the project throughout its duration.

A number of other individuals offered crucial support to the program. Some were Research Associates in the Division of Behavioral Science: Mr. Fred Winyard, and economist; Mrs. Eleanor Yates, a social worker; Dr. Glenn Howze, a sociologist and computer specialist; and Dr. Amrit Lal, a political scientist. Mr. Eugene Erikson, a sampling specialist then at the the University of Michigan, gave us detailed consultation and instructions on area sampling techniques. He guided the work of Mrs. Barbara Westbrook and Mr. Napoleon Thomas, Research Assistants, in segment listing and survey administration techniques, in our major survey.

Other consultants and participants were members of other departments and schools in Tuskegee Institute: Dr. C. G. Gomillion, a sociologist; Mr. Jimmie King, in Business Management; Mr. Major Holland, an architect; Mr. Charles Hight, an architect; Dean Lillian Harvey of the School of

Nursing; Mr. E. N. Njaka, a political scientist; Mr. James Smith and Mr. A. O. Nwani in Economics; Mr. Frank Toland in History and Dr. W. P. Smith in Education.

A number of people in the community have been especially helpful in guiding our work and responding to its application: Mr. Johnnie Ford, Director of Tuskegee Model Cities Program; Mr. Clarence Davis, Chairman of the Model Cities Commission; Mr. Freddie Washington, Director of the Macon County Community Action Program; Mrs. Thyjuan Antoine, Director of Community Organization in CAP; Mrs. R. T. Lennard, a neighborhood organizer; and Mrs. E. Yamaguchi, a citizen volunteer.

Each of these participants will recognize the accomplishments of the project, and they will undoubtedly agree with our assessment of its limitations. We take full responsibility for the report and its conclusions.

Dr. Edgar G. Epps, Director
Dr. Ray H. MacNair, Coordinator and Author
Mr. William Siembieda, Co-coordinator

SUMMARY

This program is a demonstration project of interdisciplinary research, started in the summer of 1968 and was carried forward for two years. Its orientation was practical and was focused on small town development. The goals were the involvement of faculty and students in the practice of research, the stimulation of interdisciplinary thinking and planning, the involvement of faculty and students in the affairs of the surrounding community, and the enhancement of the status of college research activities through their utility for the community. Fundamentally, the participants were interested in the development of their community, and they used this motivation to create a professional activity called "interdisciplinary research relating community and college activities."

As an institution, Tuskegee Institute provided two advantages: the existence of a research division staffed with professionals from a variety of disciplines and a wide variety of schools and disciplines, from architecture and building science to nursing, business management, and sociology. Internally, our purpose was to demonstrate the usefulness of cross-fertilization between these disciplines and others. Externally, local agencies were involved in guiding projects to useful goals and assisting students in data collection.

The methods of establishing interdisciplinary contact involved a number of steps. A memorandum was sent to faculty explaining the purposes of the program and initiating a "joint committee." Material discussed in the joint committee was set down in another memorandum, and further methods for organizing community research projects were elaborated. Faculty then met in subgroups to plan actual projects. A third memorandum outlined the serious projects and asked for suggestions. A method for interdisciplinary reporting was also outlined.

Projects were organized in traditional courses, especially research courses and also in "independent study." In one case, a project was centralized in the research division. Another project involved a few students in two different courses working jointly. Other projects were carried out as independent class projects with faculty consultation and lecturing across disciplines.

The research techniques ranged from the survey and observation techniques of social scientists to the land use mapping technique of architects.

The techniques taught and used included questionnaire construction, area sampling, interviewing, observation and interviewing, participant observation, topographical mapping, housing unit modeling, coding, data processing, real estate assessment, accounting, and job description.

Each project involved some specific community agency as a potential user of research. In some cases, the research service was solicited by the community agency and put to use directly. In other cases, faculty initiated the project, making the results available to community agencies. In a few cases, the emphasis was clearly on research training for the student and no specific use was expected, even though the project was designed as applied research. Specific projects are described in the report. Overall, over twenty faculty and approximately 120 students were involved in the program.

The project was initiated to test the assumption that a small research grant could be used as seed money to stimulate the use of existing faculty and community resources. A precedent for interdisciplinary research could multiply the original value of the investment. While our goals were high, the results limited and extensive work accomplished in only a few cases, a number of research projects of various types have been initiated and completed. While a heavy commitment of time and energy was required in order to organize student involvement effectively and similarly, effective cross fertilization of disciplines required a strong commitment to cooperative planning, faculty have produced imaginative ideas. In addition, projects listed here were initiated in an interdisciplinary framework, but some turned out to be independent projects, worthwhile in their own right, without an interdisciplinary linkage in the implementation.

The program demonstrates that a tradition for interdisciplinary research relating community and college activities can be effective. Some of the projects described here resulted from a natural combination of faculty interests across disciplines and required only minor research expenses. The motivation to be useful promotes interdisciplinary thinking. However, this effect is not likely to alter the traditional fragmentation of academic disciplines and the inertia of classroom procedures without some special arrangements.

Three recommendations are pinpointed by this experience. First, a research department is required to support interdisciplinary research among non-research faculty. Second, faculty course loads should be

reduced to allow for the extra time and energy needed for effective work. Third, some basic structural arrangements are needed to insure a strong impetus for interdisciplinary work. Examples are: a promotional system, an award system, a special committee to determine which projects are worthy of faculty load reductions, the establishment of interdisciplinary courses on community development or behavioral science, or the establishment of interdisciplinary curriculum majors such as Black Studies Community Science, Environmental Science, Public Administration or Community Organization and Planning which require community field work or research as a part of the training program.

These considerations have important implications for a Black College which has been historically isolated from policy-making in the community. They may have important consequences for students who are deeply interested in receiving practical training experiences as part of their preparation for professional careers.

INTRODUCTION

The Division of Behavioral Science Research at Tuskegee Institute became an interdisciplinary department in the fall of 1967 when it hired a sociologist, a social-psychologist, a social worker, a city planner, an economist, and later, a political scientist. The Division sponsored "basic" research, applied research, and research training for students.

Interdisciplinary research activities were not completely new at Tuskegee. The Carver Research Foundation had traditionally brought natural scientists, home economists, agricultural faculty, and veterinary medicine faculty together under one roof, little had been done to bring the social sciences and other applied areas together in an effort to promote research and cross fertilization of ideas and disciplines.

During the summer of 1968 Ray MacNair (sociologist and social worker) and William Siembieda (city planner), both Research Associates in the Division of Behavioral Science Research, wrote a series of memoranda to the general faculty and conducted a series of meetings soliciting interest in an interdisciplinary research program on local town development. The result of these meetings was the decision to begin an interdisciplinary research program in the fall and to seek financial support from the Office of Education Small Grants Division. The first project began in the fall of 1968 when funding came in October, and the program was in full swing in the winter.

The educational goal of the Interdisciplinary Research Program was to involve students and faculty from a variety of disciplines in information gathering and analysis for town development. Five operational objectives were formulated from the educational goal:

1. To develop research training for students as part of their regular college curriculum. This research training was to be guided by a "joint faculty committee."

2. To produce data from a variety of disciplines which could be pulled together in a model of town development and town-grown interdependencies according to the principles of basic and applied research.

3. To achieve a cross fertilization of ideas and appreciation of other disciplines through cooperative research efforts.

4. To involve faculty in research on specific development problems of their community so that they serve as role models to their students by engaging in research in their respective disciplines and by showing an interest in community affairs.

5. To make a variety of technical forms of data available to faculty, community leaders, and interested citizens for planning purposes, especially in the formation of applications for federal funding.

Rationale for the operational objectives

1. The research training of students was a clear objective. In many research courses the subject is taught in the form of "library research " and students complain that "library research" does not adequately prepare them for professional work in their chosen field. Some have specifically requested the formation of courses on field research. Some faculty have responded to these requests by initiating courses of their own; others have requested the assistance of the Division of Behavioral Science Research in the development of these courses.

2. The aim of the second objective is the development of an understanding of the surrounding community by combining various disciplines and creating a descriptive model of the community. This objective was put forward because it gave some base from which to design various research projects, and would provide a platform, for further research at a later date. Through the use of an interdisciplinary approach this objective sought to utilize different forms of analysis, piecing these together as related developmental activities. Community game models and exchange matrices were employed to prime the students for their field research and to assist the participating

students in understanding the general developmental processes of the community.

3. The objective of cross fertilization was a primary goal of interdisciplinary efforts. Not only was the expertise of different areas expected to aid in the overall research effort, but the contact and interchange of ideas would assist the individual members of the program in broadening their own perspectives and enhance their appreciation of other disciplines. Like environmental studies, community studies are amenable to interdisciplinary involvement, especially when they are expected to be useful.

4. The objective of involving faculty in community affairs as models for their students is readily understood. It is especially pertinent in small, southern rural towns which are often oligipolistic in their management and opposed to cosmopolitan forms of development (see A. B. Hollingshead's Elmtown's Youth). Few people participate in community decision making; they often do not know what decisions are being made or how they might have been made differently. It is an arena which is ripe for increasing faculty and student interest along the lines of egalitarian development. Role models are important for students, espceially in these times or genuine doubt as to the motives of educational institutions and their ability to adjust to the needs of their constituency.

5. The assembly of research data from the interdisciplinary studies for use of the general community was public service objective that has special meaning for small towns. Because small towns lack both financial and manpower resources, any information given to them by qualified sources becomes a valuable resource to a town and aids its ability to plan for its future and to compete for scarce federal assistance monies. Collected data on business, housing, and socio-economic status can be used to justify a variety of federal programs, such as urban renewal, model cities, concentrated manpower

programs, public works grants, and to attract industries for an industrial development program.

The direction of the Tuskegee Interdisciplinary Research Program differed significantly from the traditional research consortiums in that it looked not to the library or agency files as the source of data and field work but to the community around the college. Historically, Negro colleges could not venture outside their campus walls or their local ethnic communities for information because of their segregated position in society. In addition many white city fathers saw educated Negroes in the colleges as a threat to their positions in the community. As is the case with many social patterns, this non-involvement (based on segregation) has tended to persist beyond the period of actual segregation.

For several different reasons Tuskegee Institute as many other Negro colleges is in a position to alter this old pattern of non-involvement. The time is ripe for involvement, and the atmosphere has become progressive. The county has a black Sheriff and the City Council of Tuskegee has four Black Councilmen and is rapidly moving forward to equalize services, and therefore needs information which can be used to help guide its future. In addition, a factor conducive to this form of academic endeavor was the number of professional schools at Tuskegee Institute which had expertise in some area of community services: Education, Architecture, Engineering, Nursing, Arts and Sciences and Food Sciences.

The purpose of this report is to describe the experience of the interdisciplinary research program. A report of these experiences and the problems encountered will be shared with other colleges and universities, especially Black colleges, in line with the terms of our Office of Education Grant. It should stimulate and encourage other institutions to try similar ventures, and will call attention to the difficulties which may be expected. A report like this one should also be one among many similar reports which develop our knowledge of the conditions which make genuine interdisciplinary efforts possible. The overriding goal of revitalizing the college academic experience for students, faculty, and community deserves this attention.

METHODS OF INTERDISCIPLINARY CONTACT

For the purposes of organization and continuity the research program is divided into eight phases.

1. Preparation among faculty
2. Rapport with city leaders
3. Faculty commitment to interdisciplinary research project
4. Formal arrangements for student involvement
5. Training of students and refinement of research tools
6. Data collection
7. Use of data
8. Evaluation of the program

The phases overlap in timing.

Phase 1: Preparation among faculty - The "joint faculty committee" was established during the preliminary stages to set up general guidelines for the program and to assure that projects run under the program would be in line with the overall research problem of studying town development. The joint committee consisted of the program director, the program investigators, and key faculty members from participating disciplines. In the meetings of the joint committee, faculty became aware of the principles of applied interdisciplinary research. Problems and issues in town development were discussed and preliminary suggestions were made for study problems. References, support facilities, and clerical work were described. General faculty support was solicited, and the investigators requested the sharing of basic information and previously collected data on the community.

Phase 2: Rapport in the city - The coordinators in the Division of Behavioral Science Research had been working on background material and rapport with city leaders since the fall of 1967. A major accomplishment was our involvement as writers of the City of Tuskegee Model Cities Planning application (granted October, 1968). Further, the Division had established a neutral arena for new ideas by sponsoring a series of open luncheon meetings on the local school system and the city elections. A variety of public officials and experts in the field spoke at these meetings. These informal meetings provided us with an entree into public offices, and interviews with diverse local personalities.

Phase 3: Faculty commitments to the research - Near the beginning of our first semester faculty were asked to specify projects they would like to direct or participate in. Each project required some form of support and collaboration with other faculty. Hence, each commitment implied some exposure to other professionals. Emphasis was given to the realistic nature of the work in these commitments, and there were a number of withdrawals. Most of the early commitments were made for the second semester, and they involved further preparatory collaboration. At this stage the joint committee met and was then divided into subgroups by types of project. Each major meeting of the joint committee was followed by the issuance of a memorandum to the faculty at large, reporting the guidelines discussed in the meeting and describing the planned projects. These memoranda are found in Appendix B.

Phase 4: Formal arrangements for student involvement. Student participation in the program was available in the following ways:

1. A formal research course which already existed in an individual department, e.g., the senior year research course in political science;

2. Departmental courses such as Urban Sociology, Real Estate, or Structural Design I & II, could incorporate a research project;

3. The independent study course number in the separate departments; and

4. An open research course in sociology or social science could be used to administer interdisciplinary projects centrally.

The option of using individual classes allowed control of the research project to remain within the departments while serving the interdisciplinary purpose. In this way students were able to fulfill needed degree requirements.

Phase 5: Training of students and refinement of research tools - This phase required faculty to assemble the necessary lectures and background papers the students would need for their field research and to hold detailed discussions on the nature and extent of the research projects to be undertaken by the students. It is obvious that this was one of the most important

phases. With the educational objective of field research for the students, the basic principles of research design and methodology had to be given during this phase, and the students were required to understand these techniques before he tested them in the field. In dealing with research tools for a project, the interdisciplinary nature of the program makes a contribution. There may be techniques of investigation and analysis useful to one discipline that are normally practiced by another, and the cross fertilization of ideas allows some communication of these techniques. A case in point is an architecture class which used survey research techniques in conjunction with sociology students in a low cost housing field project in the interdisciplinary research program.

Phase 6: Data collection - This phase focused on field work; the students and faculty collected information, surveyed people, and assembled data on local conditions. The timing of this phase depended on the individual project in question and whether that project ran for one semester or two.

Procedures for data collection varied with the disciplines involved. For example, while published data on business receipts were used in one project in Business Management, available air photographs together with social survey work were used in a low cost housing field project. Political science students observed meetings and interviewed city political and agency leaders. Two projects required elaborate preparation in their sampling procedures and extensive travel arrangements for students in their survey work. Coding and descriptive tabulation followed. In two other projects in Business Management site visits were made by students. Real estate students took photographs of housing sites, and in visits to businesses, student business "advisors" performed accounting procedures and a time-and-motion study.

Phase 7: Use of data - Each project resulted in the writing of research reports by the students. These reports ranged from simple statements on the experience, such as the diaries written by some nursing students on participation in a social survey, to analytic reports, as written by the Urban Society students in a different survey. When appropriate, students drafted implementation proposals. The Urban Society students used their analyses in neighborhood planning statements, giving priorities to various needs as they were documented in the survey work. Student proposals were useful exercises in the application phase of the research program primarily because they gave the student experience in proposal writing. Students gained a perspective on the often tenuous relationship between data

and action. Their reports were not intended to be transferred wholesale into any official plans. They were available, but only in unusual cases were they forwarded by faculty to officials for special consideration.

Of course, faculty need to develop the confidence to collect data to make proposals which could be incorporated into actual planning programs. This requirment tested the faculty member's rapport with city leaders. If it were effectively developed in Phase 2, city officials and other leaders would share the interest of the researcher in his data, and they would take the faculty member's conclusions and proposals seriously. Timing was also a crucial factor from several standpoints. Many projects are not useful because they were designed to fit the academic calendar, the life history of a community project is often much longer than the academic year, and a new set of students with training needs may not always fit their activities into the needs of a community project. By virture of their employing agency, faculty have a primary responsibility to their students.

Again, the existence of the Division of Behavioral Science Research has been useful in this respect. Research faculty with a continuing interest in community activities could pull out useful data from past research and design imaginative research timed to fit the special needs of a community activity at the point of project completion. In the absence of such faculty, consultation with other college officials involved in community relations has served this purpose.

Phase 8: Evaluation - To put the goals and language of this report into perspective, an evaluation should attempt to document some of the specific objectives set up in the original proposal. This evaluation appears in Appendix A. It is addressed to the research experience of the students and the involvement of faculty. Students evaluated the program in a brief questionnaire; faculty were interviewed by outside jurists. Both groups were questioned on the basis of the following criteria: the effect of community involvement, the usefulness of the data and the research experience, the possibilities of using the data in basic research, and appreciation of the interrelations between disciplines. Two issues are not to be resolved because they involve longer range considerations. First, it is yet to be seen whether the investigators have been able to establish an interdisciplinary research tradition at Tuskegee Institute, with a drive of its own. Second, an important intended outcome is the report itself which will hopefully encourage realistic planning for interdisciplinary activities at other institutions.

COORDINATION, MANAGEMENT, AND THE BUDGET

The responsibility for coordinating the interdisciplinary research activities, stocking an ancillary data file, assembling the working guidelines, and providing support facilities rested with the Division of Behavioral Science Research. Faculty and students called upon the program director, the coordinators, and other Research Associates for assistance in formulating research projects, assembling research instruments, and general program guidance. The joint faculty committee was a vehicle for establishing and amending the general guidelines and for developing the participation of interested faculty and students. The grant of $10,000 from the Office of Education, Small Grants Division and another smaller grant of $2100 under Title III of the Higher Education Act served to defray the costs of clerical assistance, reproduction, local transportation, and student assistants.

The timing of the projects varied. Some courses in research ran for an entire school year, thus allowing larger projects to be undertaken. Each project was geared to fit the time limits of the course. It is our belief that smaller projects, although not having the glamour of larger endeavors, do more in the long run to reinforce interdisciplinary traditions and faculty cooperation. They are easier to manage and to finish within the limits of a normal faculty work load, and they do not produce the traumas of major commitments.

The coordinator and author of this report put in a heavy investment of his time in the first year of the program, beyond the assigned 25%. Part of this time was given to faculty meetings and negotiations in the process of facilitating interdisciplinary contacts and research interests. However, another large part of it was given to running two of the projects, one a major survey. The survey was a major interdisciplinary achievement. In retrospect, we believe it took a greater share of the total resources of time and energy than was appropriated for the total program. The coordinator's role as facilitator of interdisciplinary contact and research planning suffered as a result. He may have been involved in a "conflict of interest" because he was involved in direct research administration rather than being totally committed to a supportive and administrative role.

The twelve month schedule set up in the Office of Education grant was inadvertently responsible for this conflict of interest. It seemed that

in order to receive maximum benefit the money had to be spent in a crash effort. Our experience suggests that the same amount of money, spread over three years, could have produced stronger inter-faculty commitments to the research program. That is, it could have if the Research Associates had limited their role to facilitation of interdisciplinary contact.

Two management criteria are implied in this discussion: (1) expertise in research, and (2) non-involvement in direct research work. It will undoubtedly be unusual to find the two criteria working together in any research program. A research expert is the kind of person who is involved in research if he has any choice in the matter. It will be difficult to find a research expert who is willing to forego opportunities for direct involvement in research.

DESCRIPTION OF THE PROJECTS

Architecture and survey research

Mr. Major Holland, instructor in the Department of Architecture, School of Applied Science, directed a class of fifth year architecture students in a study and design project for low-cost housing in the City of Tuskegee. Using an area located on a dramatic peninsula on the Tuskegee City Lake, they first developed a topographic map of the site. The students then used survey form designed by the coordinators with the assistance of four sociology students in surveying the residents presently living in the project area. Twenty heads of households were interviewed and the data consolidated. With this information, the architecture group developed two alternative site designs; each involving the use of multi-family and individual family units of varying site densities. These plans were reviewed by the local neighborhood organization at all phases of development and with the Model Cities staff. Local residents were very enthusiastic about the project and were in fact hopeful about possibilities for its implementation.

Neighborhood Priorities Study

The four previously mentioned sociology students participated in a class of 21 students who surveyed the service and development priorities of ten neighborhoods in the City of Tuskegee. A city planner, an economist, and the Director of the Model Cities Program were consulted in developing the project. The students, all members of a class in Urban Society taught by the coordinator, came from a variety of disciplines including sociology, engineering, education, and political science.

The ten neighborhoods surveyed were those mapped and organized in the Tuskegee Model Cities Planning Program. In eight of the ten neighborhoods the survey focused on the priorities of low income residents and both Black and white low income residents were interviewed. (Two white and two Black students interviewed the white residents). The tenth neighborhood was composed of Tuskegee Institute students who were sampled without regard to income. In all, 340 residents and 135 students were interviewed. The data on the service and development priorities of each neighborhood cluster were reported to the Model Cities and CAP planners in ten data reports. The student neighborhood plan reports

written from the survey data were also made available to interested parties.

Use of Services Survey

The largest single project was a survey of the Use of Services in Macon County. The purpose of the survey was to document the use of private and public services by residents in Macon County: those who use them, those who don't, their reasons for not using existing services, and gaps in the delivery of services. A total of 501 households were interviewed, 285 households in the City of Tuskegee and 216 households in Macon County. The sample was selected by strict area sampling techniques in two stages.

The survey instrument was thirty pages and was designed by a three man team - an economist, a sociologist and a city planner. Mr. Fred Winyard, economist and Research Associate contributed the majority of the questions and designed a coding system which allowed a rapid transfer of survey information to IBM cards for data processing. The following categories of questions were included in the survey instrument:

1. Pre-school education
2. High School education
3. Health care
4. Family planning
5. Employment and job training
6. Protective service (fire and police)
7. Insurance plans and mortgage
8. Shopping facilities
9. Public welfare and other income maintenance programs
10. Agricultural services
11. Home repair
12. Community organization (CAP and Model Cities)
13. Transportation
14. Counseling and legal services
15. Housing
16. Government

Thus the instrument was interdisciplinary and practical in its design and purpose. This data was also used in the ten previously data reports mentioned and some of the material was incorporated into the comprehensive Model Cities Planning Report. About 90 students from a variety of fields

including sociology, business, nursing, and political science served as interviewers. The administration of this project was the most centralized of all the projects.

One abberation in this project which reduced rapport with city leaders is worth reporting. An illness by one of the praticipants prevented the distribution of early drafts of the interview schedule to Model Cities officials. The academic schedule forced the researchers to finalize the schedule without proper collaboration with these officials, and they were forced to withdraw official support. As mentioned, some of the material was used, but the loss of rapport prevented full use of the data as originally intended.

Political Science Observation Project

The Political Science research seminar conducted by Dr. Amrit Lal studied the structure, functions and acitivities of official agencies in the City of Tuskegee. The mayor's office, the Community Action Agency, and the Model Cities Program were among the agencies studied. The work involved participant observation and interviews.

Real Estate Assessment

In the first semester Daniel Seiffer, professor in Business Management, ventured into the field with his students. A professor of Building Science (engineering), Mr. George Reed, lectured to students in Real Estate on the assessment of property. The students then drew a sample of 190 houses in serial fashion, representing the City of Tuskegee. Students took pictures, made assessments, and wrote reports summarizing their assessment. These reports are on file. It was originally planned that some advanced Accounting students might take these assessments and compare them to the official assessments of the county tax assessor, using a standard adjustment for tax assessments. This project was never carried to its second phase because the advance Accounting students were commented to other work.

Economic Development Seminar

As a response to the interdisciplinary research program, an instructor in Business Management, James Russell, and another in City Planning, Ervin J. Morse, organized a seminar in Community Economic Development. The seminar was not listed as a course but seven Business Management

majors and one Electronics Engineering major signed up in independent study. Participants in the seminar decided to form the Tuskegee Business Advisory Center. They picked approximately twenty-five businesses and wrote letters to them offering their services. Responses from small businesses included requests for consultation on bookkeeping and help in writing job descriptions for employees. These requests were filled easily and participants commented that they would have preferred to have more challenging work.

Black Political Study

Students in a political science seminar studied black control of two small towns in the south, Tuskegee in Alabama and Natchez in Mississippi. The political control of budgets and administrative resources were compared in these two towns. A small group of students visited Natchez to interview officials and see documents.

Unfinished Business

A number of other projects were conceived and designed by interested faculty but never implemented. These included an accounting study of county property assessments, a flow of business study in the central business district, an economic study of regional resources, an industrial and labor location study and a study of city financies and bonding. Scarcity of time and energy among full time teaching faculty was the major reason given for failure of implementation. While the ideas and designs were excellent and noteworthy, and faculty motivation appeared to be genuine, nevertheless, there was a natural reluctance among teaching faculty who were not given release time. The members of the department of Business Management are commended for their ability to create applied research ideas.

Related Projects

People who had been involved as participants in the Interdisciplinary Research Program implemented other projects which did not receive support from either of the two grants because according to the criteria of financial support, they are not considered projects within the interdisciplinary research program. These related projects include: (1) a study of housing needs in Hobson City, Alabama, (2) an assessment and design study of social agencies in Tuskegee, (3) an historical study of the contributions of

black city counselors in Tuskegee, (4) an inventory of governmental, financial, health and social services which was mimeographed and presented to over 200 administrators and agency personnel in the area, and (5) a city planning study of industrial and service locations in the area.

Conclusions and Recommendations

We conclude that in our two year period of interdisciplinary research programming, we have demonstrated the feasibility of interdisciplinary research relating college and community activities. The program has been demonstrated, but we must say it has not become an established, widespread tradition. The reasons for this latter conclusion are the central findings of the report which are discussed as issues in administrative coordination, faculty participation, curriculum development, and community implementation.

Administrative Coordination

A critical self-evaluation reveals three major problems: (1) coordinators put too much time and energy into their own research, and the time spent on informal, interdisciplinary planning was insufficient after the first semester of the project; (2) at least one of the highest quality interdisciplinary projects was too large and bureaucratized, and it did not serve as a good model for attainable faculty programming; and (3) too little attention was given to the need for publicizing the usefulness of the small projects implemented by teaching faculty.

Each of these points can be translated into recommendations on administration. First, the coordinators of a program like this one should limit their involvement to facilitation of other people's projects. Minimal time should be spent by administrators in the mechanics of their own research. Second, any model project should be simple and readily useful. And third, more time should be spent making the usefulness of the projects known to people in the community.

While the existence at Tuskegee of an autonomous research division with special facilities for research was an essential feature, it should be recognized that the autonomy of this division could be the greatest barrier to interdisciplinary work among teaching faculty. Special effort is required in this situation to show that the facilities of the research unit are intended for faculty use, not solely for the enhancement of the careers of division members. Coordination is maximized by the concentration of effort on the

mechanics of interdisciplinary contact such as, the meetings of the joint committee and its subgroups, the memoranda, and informal negotiations. At the same time, a model of interdisciplinary research performed by the coordinators may be essential in establishing precedents and demonstrating the potentialities of research within the curriculum. In this program, the Neighborhood Priorities Study would have served this purpose. In the absence of the Use of Services Study, a more enduring effort could have been focused on interdisciplinary planning and community implementation.

Faculty Participation

In the early planning stages, faculty participation was widespread demonstrating that at Tuskegee Institute interdepartmental barriers to the program were practically non-existent. However, when the program reached the stage of carrying out the research work, participation was reduced for natural reasons: (1) the belief that time spent on research would prevent coverage of necessary course content, (2) prior commitments, (3) overloaded teaching schedules, (4) anxiety over the uncertainties of research work, and (5) interest in subjects which did not have a local orientation.

The coordinators argued that a 10 or 15% reduction in course content is an acceptable loss. A college course should establish a way of thinking, a method and a way of finding specific kinds of information. Most specific forms of information are forgotten by students. Thus, involvement in a research problem may actually increase the efficiency of a course rather than reduce it. Many faculty did not accept this argument at first blush.

Prior commitments and interest in other subjects were obviously legitmate reasons for non-participation. Faculty were not contracted to participate in this program and no one was made to feel that they were obligated to participate.

Faculty course loads of four classes do not encourage participation in extra ordinary projects. Few faculty members with such loads found the time to participate. Those who did were experienced teachers who did not have extra administrative responsibilities.

The uncertainties of research work undoubtedly produce strong reservations. Tasks which were thought to be small may take a long time.

Students may prove inadequate for a task. Community people may refuse to cooperate. The project may be misunderstood or it may have political consequences. Without experience, it is difficult to plan for a short term, uncomplicated project which will be useful. While most of these uncertainties can be resolved over a period of time and precedent will solve many problems, some faculty prefer never to become involved in research.

To enhance faculty participation it is recommended that a program like this one should continue for a number of years. Given a certain amount of money, that money will be more effective if it is spent over a period of three years. This policy will make sense if the projects are relatively small, as recommended above. Another recommendation is that faculty should be infomed of the program by an administrative official (e.g. academic vice president or dean) before they are recruited and contracted. This kind of semi-official solicitation will give the program an informal impetus, even though there is no formal obligation.

Curriculum Development

A by-product of a program of interdisciplinary research relating college and communities will be potentially important changes in the orientation of a college curriculum. Faculty and students who are involved in practical research projects will carry their interest in community development to other parts of the curriculum. The interdisciplinary analysis of community problems will become the order of the day, if the program is powerful.

That level of influence was not attained in this program. While some research projects have been completed in the curriculum, and community research concept has been established in the Business Management, Architecture, and Sociology departments, the tradition may or may not persist in these departments. In our view the interdisciplinary component of the program will not continue without special arrangements which have some power in them. Two types of arrangements are recommended: (1) In addition to informal commitments encouraged in faculty recruitment, a special promotion or award system can be established based on faculty participation. Administrators could enforce such a promotional system or it could be administered by a faculty committee. (2) An interdisciplinary curriculum is the best backdrop for interdisciplinary research among teaching faculty. Teaching faculty are curriculum minded people and rightfully so. Their involvement in research cannot be forcefully promoted in a

vacuum. We argue, therefore, that a program of interdisciplinary research such as this one should be one part of a broader program of curriculum development.

Curriculum development efforts may result simply in a few course options such as some interdisciplinary seminars on the community. On the other hand, a thorough-going change would produce major offerings in community professions such as Community Science, Environmental Science, Public Administration, or Community Organization and Planning. In either case, learning will be maximized where students are directly involved in community affairs through field work training or research or a combination of field work and research.

Community Implementation

The community of Tuskegee offered an ideal opportunity for faculty and students to make contributions to community development. Due to administrative problems, the major Use of Services study presented a barrier to the usefulness of the research. The universal reluctance of community leaders to rely on college experts has undoubtedly operated in this situation. Some observations and recommendations are pertinent.

First, the pressure of time and energy involved in the major Use of Services study was not invested with full understanding and prior approval of City leaders. The project was large and once it was begun it set up a momentum which could not wait for appropriate consultation with city leaders. The college schedule also was a barrier, but in itself it would not have prevented proper consultation and approval, in our judgement.

Our first recommendation, again, is to keep projects relatively small. Smaller projects are easier to understand and tolerate. They also allow time for community consultation.

To a certain extent, this problem was ameliorated by completion of a further bureaucratic product: the ten data reports (see Appendix C). Dissemination of these reports maximized the availability of the data to a variety of community leaders. Our data files did not perform this function. A second recommendation is to write short, readable data reports. These reports should explain how data were collected, and they should separate compiled facts from interpretation.

Finally, it is recommended that a systematic procedure be established to plan and approve research projects in the community. The procedure might be comparable to that of the joint faculty committee. A routine mechanism such as a "college-community planning committee" would give faculty an opportunity to explain what might be done, how it would be done, and what the implications might be. At the same time community leaders would have an opportunity to state their interest or opposition and, more importantly, to state their requests for information.

Final Conclusions

On the basis of our two year experience in interdisciplinary research oriented to community problems, we recommend that the program be replicated, in spite of our mixed results. Interdisciplinary applied research can be stimulated among teaching faculty at a relatively low cost. A number of conditions which are conducive to the program can be cited: (1) minimal barriers to cooperation between departments, (2) dedicated teaching faculty, (3) a value orientation favorable to practical academic work, (4) a community which is open to contributions from academicians and recognizes its need for information, (5) a community which is involved in erractive forms of development, and (6) a research division which can provide research facilities and personnel and is willing to focus attention on the needs of teaching faculty.

If a college makes a serious commitment to a practical, interdisciplinary program of community involvement, it should include some community-oriented curriculum development. Promotions and recruitment should be based on contributions to the community curriculum. Faculty and community committees should be established to coordinate and evaluate practical research projects, plans, and services.

APPENDIXES

APPENDIX - A

EVALUATION

Harold L. Franklin

May 21, 1969

The evaluation of the program was on the following criteria: student training, interdisciplinary thinking promoted, effect on teaching, basic and practical research product, and transferability of the program to other institutions.

The following persons were interviewed in connection with the Interdisciplinary Research Training Program. They were: Miss L. Brown, History; Dr. Seiffer, Real Estate; Mr. Fernandes, Business Administration (Marketing); Mr. Hight and Mr. Holland, Architecture; Mr. Smith, Economics; Mr. King, Business Administration (Accounting); and Mr. Reed, Architecture.

From talking to the persons mentioned above it can be stated that there has been some interdisciplinary approaches used. This is visible between the School of Architecture and the Social Science; particularly members of the Behavioral Science Research. The Engineering Department also aided the two groups above. For example the Behavioral Science Research team provided the questionnaire, research and analysis for a project that was undertaken by the School of Architecture and the Social Sciences on housing and housing conditions in the City of Tuskegee. A supplementary survey was made up concerning also, the environment's pets, whether others would be welcomed to the community, would person renting like to own home, how long had persons lived in a given community. The possibilities here are that through this program it could help people learn what they want, and understand the concepts of buying, renting, building roads, etc.

There are problems and some are as follows: First of all there appears to be a need of more faculty which will mean additional funds, logistical problems such as how to get all different areas in the Tuskegee Institute, together at one time, there will also have to be an extention of time for courses. In one semester it is doubtful that a given project could be conceived, implemented and evaluated. An example of this is one that was done on Appriasal of Real Estate in Tuskegee. In addition to the time factor, could this type of practical application be of value and I feel that it has been. It appears that student involvement produced good results but

could be better if a year long project. Also here again more money will be needed for automobiles who will surely have to transport some people around the community. Photographs will probably be useful in their evaluation. It might also have to be a "special" course to get the desired effects.

The effect that this has on teachers seems to be one of motivation, the teaches can and should expect the students to be able to question more from understanding the practical experience than from only theory oriented courses.

One can see where there is a great possibility that an interdisciplinary course or program that has been denied at one school can transfer it to another institution. Only when one school is weak in an area would the other college who is superior in that given area would object.

Another recommendation is that course or courses be set up on the interdisciplinary basis within the college so that students and faculty will realize that some reward is offered for the student.

EVALUATION

Clora Dumas Young, ACSW May 23, 1969

Based on: Personal interviews of participating staff
Review of research materials including the student's evaluation reports - A random sample of nineteen.

Staff Interviewed: Mr. R. H. MacNair
Research Associate

Dr. L. H. Harvey
Dean, School of Nursing

Dr. A. Lal
Associate Professor of Political Science

It seemed that students themselves felt that the program provided an innovative learning experience for them that was not only relevant to their fields of specialization, but enhanced their own professional development by helping them to be aware of community conditions. The project, they felt, provided for them an opportunity to contribute to community development by gathering data that would facilitate the tasks being attempted by various community agencies. The fact that students were involved in the planning phase and fact gathering phase, in my opinion, in a real way contributes to the student's training especially in breaking down prejudices that some have about the whole matter of research especially concerning the statisti-aspect which will be involved in the analytic aspect of the project -- thus a side effect of this project - seems to have been the building of self-confidence in the participating students to the effect that they are capable of academic-oriented research participation themselves. I feel that student participation in research at predominately Black colleges is a must if an intellectual climate is to be maintained in our society of cybernetics. The staff all seemed to feel that the project was a positive experience for their students and the students indicated the same in their evaluations.

The efforts focused around promoting interdisciplinary thinking seemed to have varying degrees of success. The research directors endeavored to include staff and students from The School of Nursing,

Architecture, Economics, Political Science, Behavioral Science and several community agencies. Research of this nature would seem to be a most positive factor in bridging the gap between the various disciplines and promote a better understanding. I feel that the effectiveness of this aspect of the research would be better evaluated at a much later date. I would feel that this period of interdisciplinary relationship could best be equated as a period of courtship when departments are beginning to communicate and testing to see if it is safe to have a close relationship with the various departments in depth - at this point I would feel that the relationship is very superficial and courteous on surface.

I felt that the participating students were a bit overwhelmed from what Dean Harvey stated. The nursing students who were faced with preparing for state board examiniations, final examinations and heavy course work 16 hours per week were a little bit over-encumbered. I would suggest that the research experience be undertaken for them a little earlier in their schooling career. This research seemed to make teaching more relevant as students who participated in the research program from Nursing were not required to write a library research paper - rather the relevant research participation could be applied to their fund of knowledge to enhance an understanding of meanings for certain kinds of material being included in the curriculum. Bourgeoisie Black students would be enabled to understand better the plight of their less fortunate neighbors having had the opportunity to communicate with them about their situation. Dr. Harvey saw the research project as another teaching tool, and one that would foster post-graduate training and community involvement. She said that she modified her own teaching program to facilitate student involvement but felt that this flexibility on her part contributed to the student's development. In the future she plans to schedule "A Reading Day" to provide time in the student's schedule for research involvement. I had the feeling that this project had whetted her own desire for research involvement on a departmental basis.

Thus far we have talked about side effects of the research project. To discuss the basic and practical research product the study would have had to have been analyzed and utilized by community agencies. Several scholarly articles should emerge as a result of this study for learned journals and the Model Cities program should be enhanced with the information gathered, so should several other community agencies. Proper utilization of the computers on campus should provide some interesting statistics.

In my opinion with some minor adjustments, this project could meaningfully be transferred to other ACHE institutions, that is if students and involved faculty felt that the goals and questionnaire were appropriate for their community situation. In a way it is perhaps too early to make a firm statement concerning this matter since the study itself is not complete. The idea, however, to conduct interdisciplinary research per se seems to be a valid one in my opinion since it does promote interdisciplinary communication. Perhaps the institution considering such a program might select a subject or group of subjects appropriate to their particular living community situation.

In summary, I feel that staff and students involved in this project are all being greatly benefitted especially in the area of developing a feeling within and with their own community as well as the so-called outer-community that may tend to look at the college community as a disinterested community entity to be ignored or exploited. A pertinent part of the research is "to come", the analysis of data and practical use of accumulated data by community agencies or somehow by the college itself in assisting the community directly by providing some or meeting some unmet needs. One of the aspects of interviewing that I appreciated most about the Tuskegee staff is their willingness to discuss their successes as well as failings. I feel that this factor itself will enable the staff to become more involved in the research relationship. The staff verbalized a gratefulness to the Federal agency sponsoring the research and placing the confidence that they did in making available funds to involve young students as well as some paid staff to do research. I feel that the undergraduates have great promise in the area of research and it will help to make college education more relevant - this is what the youth around the world are asking for.

APPENDIX - B

INTERDISCIPLINARY RESEARCH PROGRAM

Memorandums #1, #2, & #3

To the faculty of:

Business Management
Political Science
Economics
History
Sociology
Education
Nursing
Building Science

Subject: TUSKEGEE TOWN DEVELOPMENT

Carver Research Foundation

Division of Behavioral Science Research

Dr. Edgar Epps, Director
Mr. Ray MacNair, Research Associate
Mr. William Siembieda, Research Associate

July 8 & 24, 1968
September 30, 1968

INTERDISCIPLINARY RESEARCH PROGRAM
Memorandum #1

An interdisciplinary research program directed towards town development for the fall semester 1968, has been proposed by Mr. William Siembieda and Mr. Ray MacNair, Research Associates in the Division of Behavioral Science Research. Response to our initial brief June 1968, has been quite favorable. This memorandum attempts to incorporate the discussions with various faculty members into a more formal statement of purpose, procedure, and research topics. Faculty in the areas of Business Management, Economics, Education, Scoiology, Political Science, Building Science, Nursing, and History have shown interest. It is now possible to move into more concrete areas of mutual concern, and formalize the interdisciplinary program.

Our research program in town development has two objectives: (1) to provide a realistic vehicle for applied research techniques, and (2) to provide a comprehensive analysis of a town through a multifaceted approach. Participation in the program is available in the following ways: (1) using formal courses in individual divisions to administer the research, i.e. the senior year research course in political science; (2) divisions may encourage their students to enroll in Sociology 300; and (3) utilize the independent study course number in individual divisions. The option of using individual classes, in addition to joint meetings of all classes on general goals and approaches allows control of the research project to remain within divisions as well as to serve the interdisciplinary purpose. Students can gain in this way by fulfilling needed degree requirements.

The research Associates are prepared to coordinate the program. The facilities and experience of the Division of Behavioral Science Research will be available for everyones use. The overall guidelines of the research program will be formulated by the joint participating faculty. The following forms of data collection and analysis are suggested as research tools. This is not a finite list. Forms: budget analysis, participant observation, survey interviews, inventories, semi-scheduled interviews, census data, community games, matrix political games, correlation analysis, multiple regression analysis, time series analysis, cost-benefit analysis, historical perspective and welfare economics.

The following is a proposed format for running the program. At a joint meeting of all participating faculty, this format will be formalized.

Any corrections, additions, or deletions will be made at this meeting.

Procedures:

A. There will be interdepartmental meetings which shall establish the overall research goals, standardize the research methods, provide an interchange of data, and broaden the perspective of all involved by periodic progress reports.

B. Research goals will occur on two levels; the general; or overall, and the specific. The general goals will in some way, tie together everyones work into a coherent analysis of town development. Specific goals are those which the individual discipline wishes to pursue. A partial list of ideas is presented below in this memo.

C. The general and individual research goals will be set for the classes involved at the beginning of the semester. This will provide structure to the classes, and continuity of effort. The research goals should not be altered, as this will result in confusion, ineffeciency, and poor end product.

D. Faculty members participating under classes within their own divisions must contribute to the formation of research methods, and direction for their students.

E. There will be interdisciplinary meetings of all students involved in addition to individual class hours.

F. The end product of this program will be finished studies on specific subjects, all of which relate to town development. These studies will be assembled into one document distributed through the Division of Behavioral Science Research.

Research Topics:

Interdisciplinary programs are bound to create some disparity in research approach. Those seeking objective, or empirical results are

likely not to understand those whose interests are more subjective, or attitude seeking. These problems can be ameliorated by careful structuring of the individual research goals, and by discussing the merits of each approach.

The optional project list presented below is a result of discussions with various faculty members concerning what interested them, and a general notion on the part of the Research Associate as to what research into town development might include. The list is not finite, and can be expanded, contracted, and adjusted. Each faculty member should examine it, and pick those areas which interest him or her. Individual faculty need not be restricted to what is commonly considered "their area of study." The list has not laid out an entire procedure for each topic. This is to allow flexibility within each topic.

Topics:

EDUCATION

1. The Macon County School system as a service to our families and as a generator of human capital for expert, and internal growth. What product does it turn out, and where does this product go? How are resources, personnel, and facilities being developed?

2. School administration and capital improvements-an empirical analysis of student enrollment vis-a-vis the curriculum and physical plant. Possible approach, a cost-benefit analysis combined with 1.

3. Tuskegee Institute - what role does the Institute and its expert personnel play in the local school system?

BUSINESS MANAGEMENT

4. Local business - as a supplier of goods and services to meet demand. What market does it serve and why? On what basis are decisions to improve made?

5. Tax Revenues - an analysis of the city and county tax structure, and its relation to overall development. Are taxes equally distributed, if not why, and what can be done about it?

6. Marketing Analysis - business policies and entrepreneurship in Tuskegee. (See also #7, 11, & 19.)

POLITICAL SCIENCE

7. Local government, business, and civic groups as initiators of economic and social growth. Do different decision making patterns emerge on different issues?

8. Tuskegee Institute - what role does the Institute and its expert personnel play in town politics and economics? (See also #9, 2, 5, 13, 19)

HISTORY

9. City Election - an analysis of the recent city election. This can be approached through either the historical, the policical science, or the sociological perspective. Who voted for whom and why?

ECONOMICS

10. Growth patterns - statistical analysis of Macon County and Tuskegee vs. the state and national averages, according to any set of chosen indices. Reasons for disparities, and possible policy recommendations.

11. Fiscal position of the city - a projection of the present expenditures vs. needs, and alternative fiduciary and capital programs. This could be very useful to the new city administration.

12. SEASHA - how does Macon County fit into the overall future development scheme of SEASHA? What could the county do to make its position more favorable, or should the county be involved with SEASHA at all? (See also #2, 8, 19).

SOCIOLOGY

13. Martix of political games - what group plays which role in the community.

14. Social stratification and family needs within Tuskegee.

15. Demographic movements and land use - future projection of population and its distribution.

16. Neighborhood organizations - what are they in Tuskegee and how they function. Using the Tuskegee Model Cities Neighborhood Communities as a base, and working within these organizations.

17. Participant observation - meetings of the City Council, Planning Commission, Model Cities Commission, Board of Revenue, Board of Education, Board of Health, Housing Authority, Civic groups. (See also #9).

NURSING

18. Health and welfare care as provided by local, state, and federal public and private agencies. What do the people receive, and what ways can it be improved? A practical approach to community needs is called for here.

BUILDING SCIENCE

19. Roads, sewerage and housing - how are these services provided through local, state, and federal public and private agencies. Possible approach to this is through a cost flow analysis for the provision of new services.

Where do we go from here: This memorandum provides the subject matter for the initial joint faculty meeting. Each interested faculty member will be contacted to set up a mutually agreeable date. It would be advisable to have some specific project ideas and research methodology ready at the meeting. An attempt at scheduling for the joint classes will be made. If there is some special project you have in mind but do not know how to proceed on it, please present the idea. Part of the benefit of an interdisciplinary approach is that we can, and should help each other. Research methods can be gleaned from anywhere. Also bring your questions, we wish to iron out as many of the rough spots as possible.

INTERDISCIPLINARY RESEARCH PROGRAM
Memorandum #2

Dr. Epps has said that, in addition to operating facilities, secretarial service will be available for typing data schedules and manuscripts. Travel funds and student assistance are contingent on a "Small Grant" from the Office of Education which we are now proposing.

In response to the first open meeting of July 18, we would like to submit the following suggestions:

1. Initial statements of a problem and an arrangement for students to be passed on to the coordinator, Ray MacNair, by Tuesday, September 3 (not an absolute deadline).

2. The joint committee hold an open meeting on Thursday, September 5, at 2:00 p.m. in the Social Science Conference Room.

3. Discussion to continue, with additions or deletions, until the opening of school when faculty commitments should be finalized (at this time the question of participation on the committee should be settled).

4. All faculty will be included who are willing to support at least one of the two objectives: (a) research training for students, and (b) involvement in producing research relevant to the Tuskegee community.

5. The coordinator be given references to all known available data on Tuskegee to be compiled into a bibliography, distributed, and updated periodically.

6. That it be the policy of the Research and Division to copy all data sheets to be kept on file for committee participants, the faculty in general, and the public.

7. Participants in community affairs be encouraged to regard the material as available for their use in activities promoting town development.

8. The terms "town development" be broadly conceived, to include:

   a. The distribution of facilities and services (resources).
   b. The flow of resources, use of facilities.
   c. Change in resources over time, change in the demand and use of resources.
   d. Decisions affecting change and improvement, participation in decision-making.

9. Faculty be encouraged to suggest topics of their own.

10. The outline listed below be considered by the committee as a reasonable schedule of research involving students for one semester, a two semester project would be scheduled to fit course objectives. We follow the general principle that a walking start produces pedestrian research, especially when student schedules are involved.

    a. Third and fourth weeks of September: Introduce the program and the problems selected, clarify general commitment of students, introduce research principles.

    b. First and second weeks of October: Specify problems for each student, provide tools in crude form, asks students to refine them, tie methods to principles of the field.

    c. Third and fourth weeks of October: Improve and finalize tools of research, gather background and supporting data.

    d. First through fourth weeks of November: Application of tools and analysis.

e. First and second weeks of December: Review first draft of student papers, return students to the field or to their analysis to fill in gaps.

f. First week of January: Edit student papers and return for polished writing.

INTERDISCIPLINARY RESEARCH PROGRAM
Memorandum #3

Structure of The Interdisciplinary Research Program

At the present stage of the first semester, the program is shaping up with the following components:

1. Inventory of real estate and businesses. Mr. George Reed and Dr. Dan Seiffer are combining efforts to assess real estate property on the basis of a sample of housing units. Mr. Wright Lassiter will do an inventory of businesses and will attempt to estimate business volume for categories of businesses.

2. Analysis of regional industrial and labor location. Mr. Fred Winyard, Mrs. Kochhar, and Mr. Jack Stone will analyze available sources of data in an effort to appraise the area for labor and industrial development possibilities.

3. Political and business organizational activities. Dr. Amrit Lal will explore decision-making activities in political and civic agencies which have special relevance for town development; he is particularly interested in state-local relationships. Miss Lena Brown is interested in studying the roles of professional and Institute people in Tuskegee affairs since 1960 and 1964.

4. A survey of vocational, health, and consumer practices and needs. This survey will depend on funding; we aim to put the questionnaire together for implementation in February.

We are pressing the Regional Office of Education for a small grant of $10,000. This grant will permit us to hire student assistants, finance faculty travel, finance local travel for student interviewers, and print a final report. At the moment the grant is being held up while we answer some questions the Office has raised. Foremost is the question of evaluation. We will be expected to evaluate the <u>interdisciplinary</u> aspect of the

program, obtaining independent judgements from the participants. We expect to receive the grant late in October at the earliest.

Faculty who are not participating at the moment should keep their second semester courses and schedules in mind. We hope you will feel welcome to explore with us your ideas for second semester research now.

Statement of Research Ethics

As discussed in an earlier meeting, all the data collected in the form of work sheets and manuscripts within the framework of this program is to be kept in a central file, open to the public. This proviso should serve to keep the work "honest" in that distorted or partisan interpretations may come under the scrutiny of differing parties. In addition, the Division of Behavioral Science Research would like to make its ethical position clear to all participants.

The major tenets of ethical research are that researchers should respect and protect the welfare, dignity, and right to self determination of respondents. The manner in which we obtain data for our research purposes is at issue. If the data are public, we have every right to expect the cooperation of agencies which keep the data on file. If the data are private, we must seek voluntary cooperation through open and frank means, respecting the right of a potential respondent to reject the purposes of the project and refrain from participation. This point is represented in the following items:

1. The purpose of the project should be ethical. The development of Tuskegee is our political purpose. Information should not be held back if it will serve this purpose. On the other hand, information should not be used to retard the legitimate development of any sector of the community.

2. The legal rights of members of the community should be respected. If subjective or private information becomes known which will be harmful to someone's reputation, that person will have the right to know his accuser. If the accuser does not consent to this arrangement, the information should be held back.

3. The health and welfare of respondents should be respected If a respondent is ill, he should not be pressured into

continuing an interview. If a respondent is mentally disturbed and proceeds to incriminate himself, the interview should be stopped.

4. The respondent should understand the purposes and interests of the study before releasing private information. There is no need for deception in this project. If there were such a need, the respondent should be given the option of destroying the data afterward.

5. The principles of confidentiality should be maintained. If information is gathered under the guise of confidentiality, care should be taken to make sure that the respondent is not identifiable in any report. In small town research, this practice is not usually defensible, unless data are reported in statistical form as in a survey. Public figures should not be led to expect us to maintain confidentiality, unless elaborate precautions are taken.

In general, a respondent's best protection is a researcher with clean motivations. In conflict situations, the preferred approach is a friendly neutrality. We are against no person, but we favor the development of the City of Tuskegee on behalf of its inhabitants. If a respondent asks for help or guidance in the course of the study, there is no reason not to give it to him, assuming any standardized subjective data have already been obtained.

STANDARD DATA FORM

Name of researcher _____ Date _____

Department _____ Course _____

Project _____ Source _____

Circumstances:

Objectives:

Report (outlay):

Interpretation (assessment):

Exchanges (payments, tax, information, consultation, pressure, power, reputation, prestige):

Remarks on growth potential:

Unanswered questions:

EVALUATION FORM

Department _____ Course Title _____

Research Subject _____

No. of hours spent at this research activity _____

Both semesters ___ First semester ___ Second semester ___

Freshman __ Sophomore __ Junior __ Senior __ First year graduate ___

Second year graduate ___

Check the research methods with which you gained experience or familiarity through your participation in the study of Town Development:

survey __ field observation __ exploratory interviews __ tabulation of census materials __ mapping __ accounting of tax data __ inventory of physical assets __ estimates of business __

other _____

Do you think the data you produced is of sufficient quality that it may be useful in Tuskegee's Development Programs?

Yes __ No __ Maybe __ Explain _____

_____

Do you feel your activities gave you experience which will be useful to you in later professional work?

Yes __ No __ Maybe __ Explain _____

_____

Can you recall instances during this program when you wished you had competencies in other fields?

Yes __ No __ Explain _____

_____

Can you recall instances during this program when you wanted to check out data from other disciplinary sources to increase your understanding of your own data?

Yes __ No __ Explain _____

Please name the fields (disciplines) other than your own which struck you as being especially relevant to your problem. _____

_____

Do you feel your awareness and appreciation of these other fields has increased as a result of your research activity?

Yes __ No __ Explain _____

_____

Do you feel that participation in this study has helped you gain a better understanding of city government and city planning than you would have obtained from a regular class on the subject?

Yes __ No __ Explain _____

_____

APPENDIX - C

SELECTED DATA COMPILED FOR

THE TUSKEGEE MODEL CITIES PROGRAM

DIVISION OF BEHAVIORAL SCIENCE
RESEARCH
TUSKEGEE INSTITUTE

INTRODUCTION

The data presented in this working paper have been compiled from at least one of two surveys conducted by the Division of Behavioral Science Research. The first survey dealt with priorities for improvements expressed by a sampling of low income clusters in the City of Tuskegee interviewed in March-April 1969. The priorities noted by this survey are indicative of the ideas and choices embodied in the interview schedule. This survey should not preempt other ideas that arrive, nor should it hinder further investigation of priorities. All information taken from this survey and included in this report is noted by the letter "P" preceeding the table number; e.g., P-12. Percentages are computed according to the number of respondents who responded to any given question. The maximum number of respondents is 332.

The second survey is designed to collect information on the use of public and private services in the City of Tuskegee and in rural Macon County. A total of 501 households were interviewed in March, April and May, 1969 (285 in the City of Tuskegee and 216 in rural Macon County). The sample was chosen according to strict mathematical survey sampling techniques, and it can be generalized to the city and county with a high degree of confidence. The interview schedule includes questions on: employment; health; education; family size and composition; income; motivation; self-perception; welfare, mobility and tenure; housing and home ownership; participation in public service programs such as job training and ASCS: shopping; fire and police service; legal; and community organization and involvement. All information taken from this survey and included in this report is noted by the letter "S" preceeding the table number; e.g., S-10.

The information contained in the body of this working paper are selected data compiled for the use of the Tuskegee Model Cities Program. It does not represent a complete file of all available information, nor have cross tabulations or correlations been included. Further information and statistical analysis can be obtained by arrangement with Behavioral Science Research.

For the purposes of clarity, a format is used following from (1) data to (2) analysis, and (3) comments. The "comments" are interpretations made by the authors. We recommend that these data be passed on to the appropriate task forces and agencies for maximum utilization.

PRIORITIES FOR IMPROVEMENT

Those interviewed in the Priorities Survey were asked to select a first and second priority from a list of fifteen choices. The first and second priority would indicate which improvement(s) development(s) and/or service(s) the respondents believed were most needed in their neighborhoods and/or city. The following table is a listing of the respondent's selection of the fifteen priorities as a first choice.

Table P-1

Number and percentage of respondents' selection of a first choice from a total of fifteen possible first choices?

Response	No.	%
Industries	76	23
Job Training	41	12
Housing	40	12
Utilities	31	9
Services to low income families with children	31	9
Schools	27	8
Health Facilities	25	8
Semi-skilled Jobs	21	6
Law Enforcement	8	2
Services to the Aged	7	2
Welfare	7	2
Road and Transportation	7	2
Efficiency in City Government	5	1
Parks and Recreation	4	1
Services for Shopping	2	1
TOTAL	332	100

Analysis: Respondents (23%) would prefer the development of industries first. Job training and housing are shown as the second most

important. Selection of industries and job training as a first and second choice depicts the interdependence between the two. This selection could be based upon the assumption that the development of industries would create jobs, that more jobs would increase the income of persons employed; thus enabling them to acquire the other choices, such as better housing utilities and health services or facilities.

Comments: The items receiving the highest percentage in Table P-1 are also ranked as first choices when they are presented in a categorical (grouping) breakdown. This shows a consistency in the respondents' selection of priorities.

Table P-2 is a more detailed presentation of the number and percentages of the respondents' choice of a first and second priorities which was presented in Table P-1. It shows that services to families and welfare received relatively high proportions of selections as second and unranked choices.

Table P-2

	1st Choice		2nd Choice		Unranked Choice		Not Chosen	
	No.	%	No.	%	No.	%	No.	%
Industries	76	23	28	8	9	3	223	66
Job Training	41	12	40	12	17	5	238	71
Houses	40	12	30	9	16	5	250	74
Utilities	31	9	25	7	19	6	261	78
Services to low income families with children	31	9	44	13	33	10	227	68
Schools	27	8	34	10	21	6	254	76
Health Facilities	25	8	38	11	21	6	252	75
Semi-Skilled Jobs	21	6	23	7	11	3	281	84
Law Enforcement	8	2	6	2	9	3	313	93
Services to Aged	7	2	5	1	16	5	308	92
Welfare*	7	2	18	5	25	8	284	85
Roads and Transportation	7	2	9	3	16	5	304	90
Efficiency City Government	5	1	10	3	13	4	308	92
Parks and Recreation	4	1	9	3	14	4	309	92
Services for shopping*	2	1	5	2	16	5	311	93

No. = 336; *No. = 334; % = 100

Respondents were asked if they felt that their neighborhood was in most urgent need of service or if they felt that some other neighborhood had the greatest need. The following Table shows the data from this question.

Table P-3

Neighborhood in Need of Most Urgent Service

Neighborhood	No.	%
Lake Street Area	42	20
Rockefeller Hill	32	15
Hillcrest	30	14
Greenwood	28	13
Gautier	26	12
Zion Hill	21	10
Willow Park	13	6
Greenforks	12	5
Metropolitan	10	5
TOTAL	214	100

Analysis: With the exception of the Lake Street Area, the next four neighborhoods are grouped so closely that almost any of them could be a 2nd choice for urgent service. The priorities are spread evenly because people tend to choose their own neighborhood or a nearby neighborhood as the top priority.

Comments: Considering the bias in favor of an even spread of priorities, the selection of Lake Street above the others is note worthy.

A categorical grouping of the fifteen possible priorities listed in Table P-1 is given in other sections of this working paper.

Respondents were asked to rank the following services for all of Tuskegee according to their importance to the respondent.

Table P-31

Services to All of Tuskegee

Response	1st Choice No.	%	2nd Choice No.	%	Unranked Choice No.	%	Not Chosen No.	%
Health Facilities	154	46	96	29	25	7	60	18
Schools	113	34	124	37	23	7	75	22
Efficiency in city government	34	10	50	15	27	8	224	67
Law Enforcement	29	9	45	13	25	8	236	70

No. = 335; % = 100

Analysis: Forty-six percent of the respondents' chose health facilities as the most needed service. Schools received the second rating (34%). The selection of health facilities as a first choice could be the result of interviewing low income persons. The need and use of health facilities is usually greatest for this income group.

Comments: Low income people do not apparently share the value on schools held by middle income people. Health problems disturb their daily lives more obviously than school problems. On the other hand, the data do not indicate that school problems should be ignored. Considering second and unranked choices, schools are almost as strong a priority as health.

APPENDIXES

Respondents were asked to rank services to low income families according to each item of importance to the respondent.

Table P-43

Service to Low Income Families

Response	1st Choice No.	%	2nd Choice No.	%	Unranked Choice No.	%	Not Chosen No.	%
Service to low income families with children	198	59	81	24	14	4	45	44
Service to the Aged	61	18	101	30	28	8	148	44
Welfare	43	13	94	28	31	9	170	50
Information service for shopping	33	10	48	14	27	8	230	68

No. = 338; % = 100

Analysis: Fifty-nine percent of the respondents chose services to low income families with children as a first choice. Eighteen percent chose services to the aged. The selection of services to low income families with children could be given an equal opportunity regardless of the financial situation of their parents.

Comments: The selection of services for the aged (18%) was relatively low. This could be the result of interviewing only a few of the elderly residents in the city. The low percentage (13) received for an increase in welfare payments could be indicative of the attitude that individuals should help themselves.

PHYSICAL IMPROVEMENTS

Respondents were asked which of the following four physical improvements was most important for their neighborhoods.

Table P-13

	1st Choice		2nd Choice		Unranked Choice		Not Chosen	
	No.	%	No.	%	No.	%	No.	%
Utilities	124	37	81	24	22	7	109	32
Housing	128	37	95	28	28	8	90	27
Parks & Recreation	46	14	73	22	26	8	191	56
Roads & Transportation	40	12	74	22	28	8	194	58

No. = 336; % = 100 in each horizontal row

Analysis: Thirty-seven percent of the respondents chose utilities as a first choice. Thirty-seven percent chose houses as a first choice. This indicates that an equal percentage of the respondents desire both of these improvements. A careful examination of the number of respondents choosing utilities and houses will show that only one more respondent chose utilities as a first choice than the number choosing housing and eleven respondents choose housing over utilities as their second choice. This difference is not statistically significant.

Coments: The data indicates that there is a very close relationship between housing and utilities. The selection of both of them as a first choice could be based upon the assumption that (1) better housing would include utilities and/or (2) utilities would be included in better housing.

Utilities

Table P-14

Would you ask for new water lines and plumbing facilities if they became available at a low price?

Response	No.	%
Yes	113	63
No	44	24
Maybe	24	13
TOTAL	181	100

Table P - 15

Would you be willing to pay to have new and better water and sewer lines brought into your home?

Response	No.	%
Yes	90	50
No	60	34
Maybe	29	16
TOTAL	179	100

Analysis: Tables P-14 and P-15 indicate that respondents are willing to contribute towards the cost of improving the utilities in the city.

Comments: Further research is called for to determine the exact amount that respondents are willing to contribute. This would enable the city to devise a plan for the improvement of this service.

Table P-16

Which do you think should be done first: Should the city build a new civic center for city and county offices or should it extend more water and sewer lines?

Response	No.	%
Civic Center	19	6
Water and Sewer	292	88
Don't know	19	6
TOTAL	330	100

Table P-17

Do you believe that the city should set a policy that every house in the city be supplied with water and paved roads if this policy causes an increase in taxes?

Response	No.	%
Yes	197	60
No	49	15
Maybe	61	19
Don't know	21	6
TOTAL	328	100

Analysis: Tables P-16 and P-17 indicate an awareness of the respondents for an improvement and expansion of utilities. It also substantiates the respondents' willingness to contribute toward the cost of the improvement of this service. Table P-16 confirms the priority of utilities over city administrative facilities clearly.

Comments: Improvement of utility services have always ranked high among local priorities and needs. One has only to attend a few city council meetings to see how many groups are asking for such items as extension of water and sewer lines, paved roads, a traffic light at the

corner, or a fair reading of their water and electric meters. There is a birth of applied physical planning in Tuskegee. The Model Cities staff must meet this problem head on if it is to have a successful program.

Parks and Beautification

Table P-26

Would you send your children to a small park to play if it were three or four blocks away?

Response	No.	%
Yes	100	75
No	19	14
Maybe	14	11
TOTAL	133	100

Table P-27

Would you send your children to a large park with a number of recreational facilities if it were at Abbot Park or the downtown municipal park, perhaps a mile away?

Response	No.	%
Yes	62	47
No	47	36
Maybe	23	17
TOTAL	132	100

Table P-28

Would you ask the city for landscaping services in your area of town?

Response	No.	%
Yes	87	60
No	30	20
Maybe	29	20
TOTAL	146	100

Analysis: Tables P-26 - P-28 indicate that more people are willing to send their children to a park in their neighborhood (75%) than those who are willing to send them to a large park outside of their neighborhood (47%). Sixty percent of the respondents desire some form of landscaping in their neighborhood.

Comments. The development of small play areas within the neighborhoods seems to be favored by respondents.

Table P-29

Would you ride a bus regularly to go to work or go shopping if it were convenient and the price was reasonable?

Response	No.	%
Yes	114	74
No	28	18
Maybe	12	8
TOTAL	154	100

Table P-30

Would you request that the city repair any nearby roads or build a new road if you had the opportunity to make the request?

Response	No.	%
Yes	116	75
No	20	13
Maybe	17	2
TOTAL	153	100

Transportation

Table S-23

If the City of Tuskegee set up a bus system with service from town to local neighborhoods would you use it, if the fares were 10¢, 25¢, 35¢, 50¢ or 60¢?

Response	City		Rural	
	No.	%	No.	%
No	60	21	34	16
10¢	66	23	22	10
25¢	110	37	53	25
35¢	22	8	35	16
50¢	22	8	35	16
60¢	5	2	37	17
TOTAL	285	100	216	100

Analysis: The data are favorable for supporting a bus system. Nearly 80% of all respondents both city and rural, were willing to pay a fare, ranging from $.10 to $.60 (Table S-23). However, rural respondents were slightly more in favor of the system than city respondents. Twenty-five cents was the fare that most people favored. City and rural people responded opposite of each in the next fare category most preferred. As a second choice the city sample would pay a maximum of 10¢, the rural sample a maximum of 60¢.

Further analysis of the data by areas of the city may be helpful in planning bus routes.

Table S-24

Does your family own a car?

Response	City No.	City %	Rural No.	Rural %
One	145	51	82	38
Two	70	25	25	12
Three or more	13	5	7	3
None	57	20	102	47
TOTAL	285	101	216	100

Analysis: Over 50% of all people interviewed owned at least one or more automobiles, with more ownership among city residents (Table S-24). The rural sample owned only 1/3 as many automobiles as the city sample. The lack of automobile ownership in the rural area further accents the need for some type of transportation at least in the outlying areas.

Comments: The rural people's favorable response to a bus system is understandable since transportation would be more advantageous to rural people, who in many cases find it very burdensome getting to and from town, because they own fewer cars. The second choice of a fare most preferred separately by the two groups more definitely indicate the difference in importance of need or a bus system would be to both populations respectively. Also the discrepancy in a second choice of fare most preferred by the two populations may be attributed to the greater road distance that a bus system serving rural people would have to cover. Thus rural people feel that a higher charge is justifiable.

The willingness of rural people to pay higher rates than city people is significant in each category. Perhaps, rural people feel that such a needed service, considering the distance, should cost more. The use of a sliding fee scale according to distance would allow for use of the bus system by both city and rural people.

HOUSING (PUBLIC & PRIVATE), MOBILITY AND TENURE

In response to the question, "What type of public services are needed in your area," housing ranked a third behind roads, utilities, sanitation, and recreational facilities (Table S-18). Only 8% of the respondents chose housing as the service needed with only 5% choosing it as a second preference.

Table S-18

What type of public services are needed in your area?

Response	No. 1st Choice	No. 2nd Choice	% 1st Choice	% 2nd Choice
Roads, utilities, sanitation, sewage, etc.	273	161	68	76
Recreational facilities	34	15	8	7
Housing	32	11	8	5
Businesses, business services, etc.	12	8	3	4
Education	3	1	1	
Health services	7	2	2	1
Telephone service	18	4	4	2
Other	24	6	6	5
TOTAL	403	214	100	100

Analysis: When the data on housing, taken from questions directly related to that subject is examined, the housing problem is more adequately revealed. The overwhelming reason for lack of home ownership for both city and rural people is money. (See Table S-19).

Home ownership appears highly desirable among all respondents (Table S-20). This is further supported by the fact that only 5% or less of both city and rural people have ever applied for public housing. City people responded more negatively to the idea of moving into public housing than rural people (see Tables S-21 and S-22). Both populations expressed much

disapproval to moving into public housing units. Only 2% of the rural sample has ever applied for public housing, although 36% said they would if given the opportunity. This strong differential can be attributed to the fact that (a) there are no public housing units in the county,(b) people at the edges of the county may not know of the availability of the public housing in the city, (c) they do not desire to leave the part of the county they live in, and (d) there are more people in the county who need public housing.

Table S-19

What prevents you from buying a home?

Response	City		Rural	
	No.	%	No.	%
Money	51	61	77	92
Other	33	39	7	8
TOTAL	84	100	84	100

Table S-20

Would you like to be able to own your home?

Response	City		Rural	
	No.	%	No.	%
Yes	89	85	82	96
No	16	15	3	4
TOTAL	105	100	85	100

Table S-21

If you had the opportunity, would you move into a public housing unit?

Response	City		Rural	
	No.	%	No.	%
Yes	39	16	67	36
No	204	84	120	64
TOTAL	243	100	187	100

Table S-22

Have you ever applied for public housing?

Response	City		Rural	
	No.	%	No.	%
Yes	15	13	2	2
No	98	87	89	98
TOTAL	113	100	91	100

Comments: This data would seemingly indicate that there was no significant housing problem, since it certainly wasn't indicated as such in great numbers. This initial observation was drawn from responses to an open-ended question. Respondents were at liberty to say whatever came to mind without any precoded categories to choose from. It could also be that many of the respondents did not view more or better housing or home ownership as a public service, or that there are other services that the respondents believe are more vital to them.

In general there is a desire for home ownership; 85% of the city and 95% of the rural sample who didn't owna a home want to own a home. (One third of the total sample). The data, seemingly indicates that public housing "projects" are not the entire answer although 16% of the city sample would move into public housing if given the opportunity. People surveyed definitely prefer owning their own homes to moving into public housing units.

Table P-18

Would you ask for a house in a public housing program if the rent were low?

Response	No.	%
Yes	100	54
No	59	32
Maybe	26	14
TOTAL	185	100

Table P-19

Would you ask for an apartment in a public apartment building if the rent were low and there were enough rooms for your family?

Response	No.	%
Yes	85	46
No	67	37
Maybe	31	17
TOTAL	183	100

Table P-20

Would you ask for help for repairs on your house or for the installation of new facilities in your home?

Response	No.	%
Yes	104	58
No	50	28
Maybe	25	14
TOTAL	179	100

Table P-21

Would you join a loan program which would make it possible for your to own a new home at a low interest rate?

Response	No.	%
Yes	100	55
No	48	27
Maybe	33	18
TOTAL	181	100

Table P-22

Would you support or oppose the development of public housing in your neighborhood? (If not already in public housing.)

Response	No.	%
Support	214	70
Oppose	36	12
Maybe	29	10
Don't know	25	8
TOTAL	304]	100

Table P-23

Do you favor or oppose the development of apartment buildings in your neighborhood?

Response	No.	%
Favor	199	66
Oppose	49	16
Maybe	31	10
Don't know	23	8
TOTAL	302	100

Table P-24

Should housing for low income people be concentrated in one area or should it be scattered around town?

Response	No.	%
Concentrated	29	9
Scattered	227	69
Combination	40	12
Don't know	34	10
TOTAL	330	100

Table P-25

Do you think new housing for low income people should be set in such a way that they have the opportunity to purchase the housing or should it be only rented housing?

Response	No.	%
Opportunity for purchase	264	81
Rented only	26	8
Don't know	37	11
TOTAL	327	100

Analysis: Tables P-18 - P-25 show that respondents prefer better housing at a lower price; although it may be public housing. Respondents think that poor persons should be allowed to purchase the houses that they rent and that the housing should be scattered throughout the city.

Comments: The data indicates an overwhelming acceptance of public housing and a tolerance or leniency towards poor persons. This tendency is undoubtedly the result of interviewing low income families. Further analysis of the "S" series data by income and area and the "P" series by neighborhood will refine this interpretation.

TENURE & MOBILITY

The following pages are a series of tables accessing the tenure and mobility among rural and urban populations in Macon County.

Table S-5

How long have you lived in Macon County?

Response	City		Rural	
	No.	%	No.	%
1 - 4 years	53	19	17	8
5 - 9 years	22	8	13	6
10 - 15 years	22	8	11	5
More than 15 years	96	34	40	19
All my life	91	32	132	61
No response	1		3	1
TOTAL	285	100	216	100

Table S-6

Do you expect to move out of the county in the next two years?

Response	City		Rural	
	No.	%	No.	%
Yes	37	13	5	2
No	237	83	198	92
No response	11	4	13	6
TOTAL	285	100	216	100

Table S-7

How many times have you moved in the last 3 years?

Response	City		Rural	
	No.	%	No.	%
None	208	73	162	75
Once	43	15	40	19
More than once	34	12	14	6
TOTAL	285	100	216	100

Table S-8

Do you expect to move from one house to another within the county within the next year?

Response	City		Rural	
	No.	%	No.	%
Yes	29	10	27	13
No	244	86	178	82
No response	12	4	11	5
TOTAL	285	100	216	100

Table S-9

What was it that attracted you to this area?

Response	City		Rural	
	No.	%	No.	%
Family	48	25	49	52
Job	63	32	15	16
Education	56	29	4	4
Other	26	14	26	28
TOTAL	193	100	94	100

Analysis: Over two-thirds of the city and one-half of the rural sample have lived in Macon County 15 years or more (Table S-5). This data coupled with that of Table S-6 stating that 83% of the city and 92% of the rural samples will not move within the next 2 years indicates strong tenure patterns among the households surveyed. These high figures reflect a stable old population and say little about the future of their children. There are no data on the people who have left the county.

The sample population is extremely stable as indicated by Tables S-7 and S-8, nearly 3/4 of the total sample have not moved in the last 3 years, and over 4/5 of the sample has no plans to move within the next year. Attraction factors to Macon County differed widely for the sample. Over 50% of the rural sample came to Macon for family reasons whereas the city sample was split about evenly between family 25%, jobs 32%, and education 29% (see Table S-9).

Comments: During this period the City of Tuskegee has experienced a population growth. Based on past behavior one could expect little physical mobility within or out of the county within the next few years. The low mobility and strong tenure may be attributed to four factors: (1) the low supply of housing in both city and rural areas is not conducive to moving around freely; (2) there are not that many jobs available in the county that require a move to be close to work; (3) the strong family ties especially in the rural areas inhibits a great deal of mobility and (4) unskilled, low skilled or groups who are discriminated against have lower mobility than the populace as a whole.

Further analysis of the mobile one-fifth of the city population will reveal what kind of function they perform in the community. It has often been ovserved that Tuskegee does not encourage newcomers to stay.

JOBS

Respondents were asked to rank the following three items as first choice, second choice, unranked choice, or as not chosen; according to the items important to the respondent.

Table P-4

Response	1st Choice No.	1st Choice %	2nd Choice No.	2nd Choice %	Unranked Choice No.	Unranked Choice %	Not Chosen No.	Not Chosen %
Job training	130	39	114	34	37	11	53	16
Industries	127	38	91	27	22	7	94	28
Semi-skilled jobs	63	19	102	31	35	10	134	40
TOTAL	No. = 334;	% = 100						

Analysis: Thirty-nine percent of the respondents selected job training as a first choice and thirty-eight percent selected industries as a first choice. The proximity of industries and job training is indicative of a possible confusion of which should be developed first; that is, should people be trained for jobs in industries before that industry is developed or should the reverse procedure occur?

JOB TRAINING

Table P-5

Are you interested in joining a job training program for adults if skilled work will be required, such as construction trades?

Response	No.	%
Yes	92	48
No	75	39
Maybe	26	13
TOTAL	193	100

Analysis: Forty-eight percent of the respondents are willing to join a job training program. Thirty-nine percent are not interested. The data indicate that a larger number of respondents are interested in a job training program than those who are not interested.

Comments: Further analysis will show if the respondents have any form of job training or if they are employed. Planning for job training programs should take into account whether the type training received will cause the trainee to move out of Macon County or if the trainee desires to locate elsewhere. Training is most efficient when specific jobs are expanding in the local area.

Table P-7

Are you interested in joining a job training program in service or semi-skilled jobs (such as nurse's aide, teacher's aide, or machine operator)?

Response	No.	%
Yes	97	50
No	74	38
Maybe	24	12
TOTAL	195	100

Analysis: Fifty percent of the respondents are interested in this type of job training. Thirty-eight percent are not interested.

Comments: Table S-4 gives a further breakdown of job-training preference, with technical training receiving the highest priority. This is an indicator that respondents are seeking the higher paying jobs that technical skills provide.

Table P-8

Would you take a service job at a school or hospital for a $3000 yearly income if it required you to take further studies which might lead to promotions?

Response	No.	%
Yes	75	39
No	79	40
Maybe	41	21
TOTAL	195	100

Analysis: Forty percent of the respondents are not interested in taking further studies that would lead to a $3000 yearly income. Thirty-nine percent are in favor of such a program.

Comments: Information on the employment and educational status of the respondents desiring such a program are available in the "S" series data.

Table P-9

If an employment counselor were made available to you, would you be willing to talk to him about problems you may have had with previous employers?

Response	No.	%
Yes	116	60
No	52	28
Maybe	24	12
TOTAL	192	100
Would you go to him for help in finding a job?		
Yes	126	65
No	34	18
Maybe	32	17
TOTAL	192	100

INDUSTRIES

Table P-10

Have you ever applied to an industry for work in this area in Alabama?

Response	No.	%
Yes	52	24
No	164	76
TOTAL	216	100

Analysis: Seventy-six percent of the respondents have not applied to an industry in this area. These would indicate that respondents have a limite definition of an industry and/or there are few industries in the area.

Table P-11

Would you favor a new industry locating in your neighborhood?

Response	No.	%
Yes	137	64
No	42	19
Maybe	38	17
TOTAL	217	100

Table P-12

Would you care what type of industry located in Tuskegee as long as it provided jobs?

Response	No.	%
Yes	43	20
No	126	60
Maybe	43	20
TOTAL	212	100

Analysis: Both Tables P-11 and P-12 indicate that more than half of the respondents favor the location of industries in Tuskegee. Respondents are apparently not selective as to the general location or type of industry.

Comments: The data are favorable to the location of industries; but city planners should be selective as to the area in which an industry is located. Industrial location should take into account not only the best feasible site for the industry, but the site proximity to its labor force.

OCCUPATIONS

Table S-3

Occupation of Oldest Worker in Household
319 Respondents (Countywide Survey)*

Response	No.	%
Professional, technical & kindred workers	84	26
Managers, official & proprietors	12	4
Clerical and sales worker	10	3
Craftsmen, foremen, etc.	40	12
Operatives & kindred workers	44	14
Service workers (including prive household)	76	24
Laborers (including farm)	53]	17
TOTAL	319	100

*Of the 501 respondents in the survey, only those giving a useable response to this question are included in this table.

Analysis: This occupational distribution shows two extremes. Professional, technical and kindred workers are on one extreme and service workers on the other. Between these extremes, one finds laborers, operatives, craftsmen and foremen.

Comments: Obviously, too many people are engaged in menial jobs that on the whole pay poorly. For a deeper analysis of the under-employment factors in the city and county see the sections on income and employment in the Tuskegee Model Cities application, April, 1968. Job opportunities and job training programs should tap in on the supply of service workers and laborers. They comprise forty-one percent of the sample. These data portray both poverty and affluence in the Macon County area.

Table S-4

Type of Job Training Desired
(122 Respondents)

Response	No.	%
Professional, technical, etc.	34	28
Clerical	22	18
Crafts (carpentry, etc.)	38	31
Operatives (factory work)	3	2
Practical Nurse; Nurse's Aide	14	12
Other service	7	6
Labor (including farm)	4	3
TOTAL	122	100

Analysis: The proportion indicating that they would take part in a job training program (24%) preferred craft, professional, clerical, and health training as priorities 31%, 28%, 18% and 12%, respectively.

Comments: In setting up job training programs, one should be cognizant of the wishes of the people, and the demand for the type jobs the training is for.

HEALTH

Table S-15

Distribution of Last Persons to Visit Doctor
by No. and %, 1969

Family Members	City		Rural	
	No.	%	No.	%
Mother	106	37	86	40
Father	52	18	43	20
Son	43	15	24	11
Daughter	28	10	30	14
Other	37	13	25	11
N.A.	19	7	8	4
TOTAL	285	100	216	100

Analysis: The parents were the last persons to visit a doctor in both populations - city 55%, rural 60%. Apparently, parents visit a doctor more frequently than their children.

Comments: Further analysis of the age of the parents may clarify this situation. A large proportion of middle aged and elderly people are represented in the sample. If one is faced with an unhealthy population this could spell trouble because usually these people are unable to take advantage of any self-help programs. A planner might want to concentrate on improving health care facilities in addition to health personnel.

Table S-16

Time of Last Visit

Time	City		Rural	
	No.	%	No.	%
More than a year	16	6	27	13
About a year	30	11	21	10
About 6 months	46	16	31	14
About 3 months	65	23	44	20
Within last month	118	42	85	39
N.A.	10	4	8	4
TCTAL	285	102	216	100

Analysis: Apparently, the majority of both populations visited a doctor within a three month time span.

Comment: The majority of both populations are knowledgeable about medical care and willing to use doctor services. However, we do not know if these visits are periodic check-ups or based on specific medical needs.

Table S-17

Where is your Doctor's Office Located?

Macon County	City		Rural	
	No.	%	No.	%
John Andrew Hospital	133	57	84	50
Macon County Hospital	12	5	7	4
Other	87	38	76	46
TCTAL	232	100	167	100
Outside Macon County				
Auburn			3	6
Montgomery	23	43	19	39
Other	13	24	13	26
N.A.	17	33	14	29
TCTAL	53	100	49	100

Analysis: Within Macon County, John Andrew Hospital caters to the majority of the sample populations, with Montgomery being used most frequently for out of county visitation.

Services to All of Tuskegee

Health Facilities

Table P-32

Would you go to a doctor or nurse more often for check-up if services were convenient to you and available at low rates?

Response	No.	%
Yes	140	83
No	8	5
Maybe	19	12
TOTAL	167	100

Table P-33

Would you be willing to talk to a local nurse about personal matters such as:

Response	Yes		No		Maybe	
	No.	%	No.	%	No.	%
The food you eat	111	67	24	15	29	18
The way you keep your garbage	92	57	44	28	24	15
Ways of limiting the number of children you have	80	52	54	35	19	13
TOTAL No. = (1) 164; (2) 160; (3) 153; % = 100						

Table P-34

Would you support or oppose an increase in taxes so that welfare payments and health care for low income families can be increased in the city?

Response	No.	%
Support	143	45
Oppose	106	33
Maybe	44	13
Don't know	32	9
TOTAL	325	100

Analysis: Tables P-32 - P-34 indicate that low income people would have regular medical check-ups if the cost of this service was low (83%). Respondents are more willing to discuss their eating habits with a public nurse (67%) than they are willing to discuss disposal of garbage (57%) and the use of family planning methods (52%). Less than half of the respondents (45%) would support an increase in taxes for the purpose of expanding welfare and health services for low income families.

Comments: The 45% of the respondents who would support a tax increase for the purpose of increasing welfare payments and expanding health service for low income families is relatively low. This percentage might indicate that most of the respondents (although in the low income bracket) have been told they are not eligible for welfare.

EDUCATION

Table P-35

Should the City of Tuskegee have its own separate school system and the county serve only the rural areas or should we continue to have only one school system for the whole county?

Response	No.	%
Separate city schools	65	20
One county system	196	60
Don't know	64	20
TOTAL	325	100

Analysis: The majority of the respondents (60%) indicated a preference for a one county school system. Twenty percent desired a separate city school system. Twenty percent did not know.

Comments: The 20% desiring a separate school system is not large enough to warrant a change in the school system. There is a possible bias in this question that must be taken into account. This bias is that the respondents may have thought that this question meant "white schools and black schools". A second factor is that many of the respondents may not have known that the present school system is run by the county for the city and county schools.

Table P-36

Do you think all schools in the county should be conbined into one school at one location or should they remain scattered as they are?

Response	No.	%
Combined	33	10
Remain as they are	198	61
Depends on the location	34	10
Depends if we have the money	12	4
Don't know	49	15
TOTAL	326	100

Analysis: Sixty-one percent of the respondents indicated that they are satisfied with the schools the way they are; 10% indicated that schools should be combined.

Comments: The high satisfaction response is very interesting in light of the past years trouble the school system has had with the state auditors. It should be kept in mind that the response to this question does not take into account whether or not the respondents had children in school or how much they know about the workings of the local school board.

Table P-44

Do you believe that children from families with low incomes are capable or not of doing school work?

Response	No.	%
Capable	123	72
Not capable	37	22
Don't know	11	6
TOTAL	171	100

Analysis: Seventy-two percent of the respondents apparently believed that children from low income families were capable of doing good school work. Twenty-two percent apparently believed they were not capable. Six percent did not know.

Comments: The data indicates that the majority of respondents do not think that children from low income families are less intelligent than children from higher income families. A significant proportion (22%) believe that low income automatically concides with poor performance.

Table P-45

Do you believe that teachers treat low income children the same as other children or do they treat them better than other children or worse?

Response	No.	%
Same	68	39
Better	4	2
Worse	56	32
Don't know	47	27
TOTAL	175	100

Analysis: Thirty-nine percent of the respondents indicated that teachers treated low income children the same. Thirty-two percent indicated that teachers treated them worse.

Comments: It is significant that 32% said that teachers treat low income income children worse than others when only 2% said they treat them better. Educational studies have shown that a favorable teacher attitude has an important effect on learning.

Table P-46

Do you believe that special school programs such as day care, head start, head start follow-through or upward bound actually improve the ability of the children or are they more useful as baby-sitting services?

Response	No.	%
Improve ability	143	86
Baby sitting	7	4
Don't know	17	10
TOTAL	167	100

Analysis: Eighty-six percent of the respondents indicated that special school programs such as day care, head start, head start follow-through or upward bound improved the children's ability. This is an indication that respondents think that early entrance or exposure to the classroom improves the achievement of students. Only 4% indicated that these programs served as baby sitting agencies.

Comment: The high level of local support for these programs is testimony as to their merits.

Table P-47

Would low income children improve their school work if they were better fed and clothed or would they do just the same kind of work?

Response	No.]	%
Improve	141	81
Remain the same	10	6
Don't know	23	13
TOTAL	167	100

Analysis: Eighty-one percent of the respondents indicated that children from low income families would improve their school work if they were better fed and clothed. Six percent indicated that if better clothed and fed the school work of children from lower income families would remain the same. Thirteen percent did not know.

Comments: This data indicate that the respondents are probably aware of the effect that hunger and inadequate clothing have on children. The response of 6% of the respondents who indicated that the school work would remain the same possibly indicated apathy. It could represent a feeling that nothing could improve the lot of the poor and/or that children from lower income families are not motivated to do better.

Table P-6

Are you interested in an adult basic education program where reading, writing, and arithmetic are taught?

Response	No.	%
Yes	119	60
No	56	29
Maybe	22	11
TOTAL	197	100

Analysis: Sixty percent of the respondents are in favor of an adult basic education program. Twenty-nine percent oppose such a program. Twenty-two percent are not sure.

Comments: It may be beneficial to discover the educational level or grades completed by the respondents who favored an adult basic education program. As the data stand, they show an overwhelming interest in adult basic education.

SHOPPING PATTERNS & SERVICE

Sixty-six percent of the households surveyed in Tuskegee did most of their grocery shopping in Tuskegee supermarkets (see Table S-25), and 15% shopped at local grocery stores. Eighty-two percent shopped in Columbus or Montgomery and 15% shopped in Auburn or Opelika.

Table S-25

Where do you do most of your grocery shopping?

Response	City		Rural	
	No.	%	No.	%
Nearby local grocery store	43	15	80	37
Supermarket in Tuskegee	188	66	93	43
Supermarket in Auburn or Opelika	15	5	4	2
Supermarket in Columbus or Montgomery	23	8	14	6
Other	16	6	25	12
TOTAL	285	100	216	100

Less than half (43%) of the rural households did most of their grocery shopping in Tuskegee. Six percent of the rural households shopped in Montgomery or Columbus and 2% shopped in Auburn or Opelika.

When asked where the household usually buys its clothes, 50% of the Tuskegee city households answered Montgomery or Columbus. Twenty-six percent shopped for clothes in Tuskegee and 7% in Atlanta (see Table S-26).

Table S-26

Where does your family usually go in order to buy clothes?

Response	City		Rural	
	No.	%	No.	%
Stores in Tuskegee	73	25	121	56
Stores in Auburn or Opelika	25	9	28	13
Stores in Montgomery or Columbus	141	50	39	18
Atlanta	21	7	2	1
Other	25	9	26	12
TOTAL	285	100	216	100

The majority of rural people (56%) usually bought their clothes in Tuskegee with 13% going to Auburn or Opelika and 18% going to Montgomery or Columbus (see Table S-26).

When asked how often the family shopped in downtown Tuskegee only 25% of the city people responded "once a week," whereas 37% responded "very seldom," (see Table S-27). Seventeen percent of the rural people shopped in downtown Tuskegee "once a week," and 46% shopped "very seldom". Eighteen percent of the rural people shopped "once a month" in downtown Tuskegee.

Table S-27

How often does your family shop in downtown Tuskegee?

Response	City		Rural	
	No.	%	No.	%
More than once a week	37	13	11	5
Once a week	70	25]	37	17
Once every two weeks	27	10	28	13
Once a month	36	13	38	18
Very seldom	106	37	100	46
No response	9	3	2	1
TOTAL	285	101	216	100

Of the city people, 63% reported that "selection of goods" was the main reason for not shopping more often in Tuskegee (see Table S-28). Seventeen percent said that Tuskegee merchandise was "too expensive," and 11% said that "credit elsewhere" was the reason for lack of local patronage.

Only 13% of the rural people said the "selection of goods" was the reason for their not shopping in Tuskegee. Thirty-five percent of the rural people gave "too expensive" as their reason, with 43% citing "distance" as the main factor for not shopping in Tuskegee more often.

Table S-28

Reasons respondents do not shop more often in Tuskegee

Response	City		Rural	
	No.	%	No.	%
Too expensive	28	17	55	35
Selection of goods	100	62	21	13
Display of goods	10	6	5	3
Distance	3	2	67	43
Credit elsewhere	17	11	10	6
Don't like managers	3	2	0	0
TOTAL	161	100	158	100

Analysis: Tuskegee local grocers and supermarkets capture 81% of the food market for the city respondents surveyed. Although this appears a large amount, those who do not shop in Tuskegee at all (20%) reflect the isolated nature of the community and some dissatisfaction with local merchandise. For normal market areas, nearly all consumers within that area purchased groceries close to home or not far away.

The poor showing of local grocery stores is just one indicator in the picture of the city shopping trends. Another problem is clothing. Only 25% of the Tuskegee people brought their clothes in town. The other 75% preferred stores in other cities and cited overwhelmingly the reasons of "selection of goods" (62%), and "too expensive" (17%) for not shopping locally.

The validity of the above answers is checked by the question on how often city people shop downtown. Thirty-seven percent said they shopped "very seldom" which they would if they bought most of their clothes and some of their groceries elsewhere. What reasons, except for banking, do they have to go downtown?

The reasons of the city people for not shopping downtown do not correlate closely with all of those of the rural people. For example, whereas only 25% of the city people shopped for clothes in Tuskegee, 56% of the rural people purchased clothing in town. In addition, the reasons for not shopping in Tuskegee were markedly different. Thirty-five percent of the rural people thought goods were "too expensive" in Tuskegee and only 17% of the city people cited this reason. Thirteen percent of the rural people said "selection of goods" keep them from shopping locally, where 62% of the city people cited this reason. The major reason for the rural people not shopping in Tuskege was "distance." This factor relates not only on a lack of transportation to get to town, but to a choice of those at the far corners of the county of shopping closer to home: say in Montgomery or Union Springs.

One of the factors that effect shopping patterns is total family income. The family income in rural areas is far below that of the City of Tuskegee. This is a reflection of the difference in employment between the two. The rural area is based on farm and manual labor, and the city is based on professional, and semi-skilled employment. The majority of people employed at Tuskegee Institute and the V.A. Hospital live within the city limits.

Comments: This difference in income has a great deal to do with the type of shops in downtown Tuskegee and the lines of merchandise carried. People with more money can afford greater quantity, higher quality, and more variety in their purchases, whereas low income people cannot. Low income people also have less mobility to travel away from their small community to purchase goods. Therefore the downtown stores carry types of merchandise that serve the rural and low income people of this county. They did not make an attempt to compete with the variety offered in Montgomery or Atlanta and appear from their merchandising practices willing to forego selling to the higher income people of the community.

Although this survey represents only a sample of all families in the City of Tuskegee and Macon County, the strict statistical sampling methods used, lend reliability to the results. Some of the merchandinsing practices

of the local merchants, and the reluctance of people to shop downtown is hsitorical. The boycotts of downtown stores in the late 50's and early 60's alienated a great many people in the community (mostly Black). They will not buy at local stores run by whites that give them poor service, and remind them of old wounds of the past. In the same vein, the downtown merchants in order to survive during the boycotts changed their merchandise lines to suit those people (mostly rural and poor) who continued to shop in the city. The market for downtown merchants changed and has remained the same since the boycotts. They are selling goods to poor and rural people, who need credit now and then and do not have the mobility, knowledge, or credit rating to go elsewhere for goods and services.

Surely the City of Tuskegee is loosing a great deal of potential sales tax revenue because so many of the middle and higher income people are going elsewhere to shop. Recent developments in Tuskegee may change this somewhat. A small shopping center (Carver Plaza with five stores) has recently opened. New automobile dealerships have been established in the last year and more shopping centers are on the drawing boards. However, we must understand that people who can afford better merchandise will continue to shop out of town. Some people will never again shop with the white downtown merchants but many are ready to try Tuskegee again. Have the years healed some of the old wounds?

The market that is not being served adequately is the middle and higher income family. If anyone is to make plans for a new and better Tuskegee these people must be taken into account. Changes should also be made to give the poorer people more goods for their limited dollar.

INFORMATION SERVICE FOR SHOPPING

Table P-57

Would you attend small meetings on shopping information if they were held in this area?

Response	No.	%
Yes	102	69
No	16	11
Maybe	24	16
Don't know	6	4
TOTAL	148	100

Table P-58

Would you joi n a group which was organized to buy things at lower prices?

Response	No.	%
Yes	102	71
No	12	8
Maybe	28	19
Don't know	3	2
TOTAL	145	100

Analysis: Tables P-57 & P-58 indicate that respondents are willing to attend (69%) meetings on shopping information and that (71%) are apparently willing to join a group which would purchase items at a lower price.

Comments: There is a willingness among the low-income families to participate in consumer education programs and the organization of a

consumer buyer's club. Co-op food and clothing stores would also be extremely advantages.

Table P-59

Where do you shop for most of your clothes?

Response	No.	%
Small store nearby	8	5
Downtown Tuskegee	33	22
Outside of Tuskegee	101	69
Other	6	4
TOTAL	148	100

Table P-60

Where do you shop for groceries?

Response	No.	%
Small store nearby	29	20
Supermarket in Tuskegee	90	64
Outside of Tuskegee	18	13
Other	4	3
TOTAL	141	100

Table P-61

Do you get credit where you do most of your grocery shopping?

Response	No.	%
Yes	20	17
No	91	78
Sometimes	4	3
Rarely	2	2
TOTAL	117	100

Analysis: Tables P-59 and P-61 indicate that more than half of the respondents (69%) purchase clothing outside of Tuskegee, more than half the respondents (64%) purchase groceries in Tuskegee, and that respondents (78%) generally do not purchase groceries on credit.

Comments: The majority of respondents are apparently satisfied with facilities for grocery shopping, but they are not satisfied with facilities for purchasing clothing. This is significant because the majority of downtown clothing merchants cater their merchandise to low and moderate income families.

The absence of a low chamber of commerce makes it difficult to deal with merchants as a coherent group. One part of the economic development section of the Model Cities Program could be the development of the Chamber of Commerce, and bringing it into the Model Cities effort in a meaningful way (i.e. promotion of downtown renewal).

SERVICE TO LOW INCOME FAMILIES: WELFARE, THE AGED, THE CHILDREN

WELFARE

Table S-1

In the last year, have you received funds from any of these programs (Listed Below)?

Type of Aid	City No. * Receiving	City %	Rural No. * Receiving	Rural %
Aid to Dependent Children	8	3	29	13
Aid to The Blind	2	1	2	1
Old age pension	17	6	56	26
Aid to the permanently & totally disabled	6	2	5	2
Disability insurance (non-military)	1	-	6	3
Unemployment insurance	4	1	4	2
Social Security	45	16	59	27
Disabled veteran's compensations	29	10	16	7
Food supplements	19	7	93	43
City No. = 285	Rural No. = 216			

*Each category represents the proportion of total number of respondents receiving each type of aid; e.g. 8 of the 285 city respondents (3%) and 29 of the 216 rural respondents (13%) receive Aid to Dependent Children.

Analysis: Table S-1 shows distributions for both city and rural sectors. Two facts emerge from this data: (1) income maintenance programs are utilized by more of the rural sector than the city and (2) nearly half the rural sector receive food supplements.

Comments: Possibly, the rural element is more dependent than the city because of the low economic status of this population. Apparently, more of the aged population is found in rural areas as evidence by the

proportion receiving old age pensions and social security benefits. Traditionally, this is a dependent group.

Program priorities for each sector should be differentiated because the data indicate that needs are different. Monetary benefits and food seem to be the greatest needs in the rural areas. However, if these needs are being met, one might want to concentrate on other programs. Whereas, in the city sector, dispersal of information regarding income maintenance programs, eligibility and stigmas attached to public aid should be priorities.

Table S-2

Do you feel your economic condition will improve?

Response	City		Rural	
	No.	%	No.	%
Yes	187	66	131	61
No	63	22	67	31
No response	35	12	18	8
TOTAL	285	100	216	100

Analysis: The majority of both populations believe their economic conditions will improve. However, comparisons of the two show that more of the city (66%) than rural (61%) believe this.

Comments: A number of respondents have given up hope. Intensive persuasion may be needed to get their cooperation for any program. Also, it would be useful to know whether those respondents who believed their economic condition would improve planned to improve it with aid or by themselves. This item has not been coded.

Table P-53

Some people feel that lowering welfare payments would help to motivate people to get jobs and to get off welfare. Do you agree?

Response	No	%
Agree	32	20
Disagree	92	58
Undecided	35	22
TOTAL	159	100

Table P-54

Others feel that raising welfare assistance payments would help people to gain the confidence that they need to get off welfare and get a job. Do you agree?

Response	No.	%
Agree	41	27
Disagree	62	40
Undecided	50	33
TOTAL	153	100

Table P-55

(If under $2000) Has anyone ever suggested that you apply for welfare?*

Response	No.	%
Yes	13	14
No	74	86
TOTAL	87	100

*Not all eligible respondents were asked this question, as is the case with a number of the P-series questions.

Table P-56

Have you ever suggested that anyone you know apply for welfare?

Response	No.	%
Yes	30	21
No	116	79
TOTAL	146	100

Analysis: Tables P-53 - P-56 indicate that respondents are not sure of what should be done in order to motivate welfare recipients to get off welfare and go to work. The data also indicate that (86%) of low income respondents are not on welfare and (79%) have not suggested that anyone else apply for welfare.

Comments: Further analysis in the "S" series will show how many low income families that are not receiving welfare are in need of benefits.

SERVICES TO AGED

Table P-49

Do you think Tuskegee is a good place for old people to live?

Response	No.	%
Yes	108	66
No	17	10
Somewhat	27	17
Don't know	12	7
TOTAL	164	100

Table P-50

Would you join a group of people over sixty for interesting activities and discussion of needs when you are old?

Response	No.	%
Yes	103	64
No	32	20
Maybe	26	16
TOTAL	161	100

Table P-51

Do most of the old people you know have social security, old age pensions, V.A. Benefits, income from work or business, or help from children?

Response	No.	%
Social Security	70	44
Old Age Pensions	38	24
V. A. Benefits	6	4
Income from work or business	22	14
Help from relatives	9	6
Nothing	4	2
Other	10	6
TOTAL	159	100

Table P-52

Do they have enough income from those sources to meet their needs in most cases?

Response	No.	%
Enough in most cases	25	16
Half of them	27	17
Few of them	37	23
None of them	25	16
Don't know	45	28
TOTAL	159	100

Analysis: Tables P-49 - P-52 indicate that respondents (66%) apparently believe that Tuskegee is a good place for elderly persons to live, that 64% of the respondents are apparently willing to join a club for senior

citizens (when they become senior citizens), that 44% of the elderly in Tuskegee receive social security benefits. Over half believe that many old people do not have enoubh money to meet their needs.

Comments: Although the respondents view Tuskegee as a good retirement community, this is probably due to close family ties (see Mobility and tenure section in BSR 8-69-3). Most of the elderly need assistances in the areas of finance, social services and housing.

NOTE: Experiences of the people on welfare are not included in this report.

BSR - 8-69-9

Table S-10

Have you heard of the Model Cities Program?

Responses	City		Rural	
	No.	%	No.	%
Yes	190	67	32	15
No	88	31	173	80
Not sure	7	2	11	5
TOTAL	285	100	216	100

Analysis: In March and April most of the urban population (67%) had heard of the Model Cities Program, whereas, most of the rural had not (80%). Still a sizeable proportion of city dwellers had not heard about the program. (31%).

Comments: Public relations work has reached a large number of city people, but not all.

Since success of the Program depends upon citizen participation, communication between the Model Cities Program and the community needs to be improved. One Model Cities goal could be to assure that 100% of the population know of the program and that at least 80% understands what it is supposed to do and how it will aid the community.

Table S-11

What would you say is the purpose of the Model Cities Program?

Response	City		Rural	
	No.	%*	No.	%*
Housing				
Mentioned	127	67	19	45
Not mentioned	63	33	23	55
TOTAL	190	100	42	100
Jobs				
Mentioned	94	51	22	52
Not mentioned	89	49	20	48
TOTAL	183	100	42	100
Schools				
Mentioned	75	41	14	33
Not mentioned	107	59	28	67
TOTAL	182	100	42	100
Comprehensive Development of Services				
Mentioned	104	57	11	26
Not mentioned	78	43	32	74
TOTAL	182	100	43	100
Reduction of Poverty				
Mentioned	94	52	17	40
Not mentioned	88	48	26	60
TOTAL	182	100	43	100
Waste more Federal Money				
Mentioned	16	9	1	2
Not mentioned	153	91	40	98
TOTAL	169	100	41	100

*Percentages were computed on the basis of usable responses.

Analysis: Respondents conceptions of the Model Cities Program varied. Comparisons between city and rural responses were made on the following items: housing, jobs, schools, comprehensive development services, reduction of poverty and "waste more federal money." We found that more of the city population than rural mentioned housing (67%), comprehensive development services (57%) and reduction of poverty (52%) as purposes of the Model Cities Program. There was essentially no difference between the two populations' responses to jobs - 51% in the city and 52% in the rural. Schools were mentioned more by the city respondents (41%) than rural (33%), but were not mentioned by more than 50% of both populations.

Comments: A sizeable proportion of the city population is aware of the Model Cities Program and have some conception of the purpose of it. Still, approximately one-third of the city sample had no conception of what Model Cities is about.

Again, this item suggests either inadequate communication between Model Cities and citizens. In either case, citizen participation could be affected adversely.

Table S-12

Would you favor or oppose an increase in taxes to help support the Tuskegee Model Cities Program if it is designed to develop jobs, schools, housing, and a series of related services?

Response	City		Rural	
	No.	%	No.	%
Favor	194	68	133	62
Oppose	51	18	28	13
Not sure	10	4	17	8
Favor - if it is not too much	24	8	33	15
No response	6	2	5	2
TOTAL	285	100	216	100

Analysis: This question elicited favorable responses. If tax support were dependent upon Model Cities activities, most respondents were willing to be taxed (68% - city; 62% - rural).

Comments: The favorable response to pay for improvement in public and private services so early in the Model Cities Program is a sign of public support that should be cultivated throughout the life of the program. Not only, city but rural people appear willing to pay if if means improvement. The rural - city support should add emphasis for joint efforts between city and county agencies whose goal is to develop the community and provide special services.

Efficiency in City Government

Table P-37

Do you believe that the city administration in Tuskegee has gotten better or worse or stayed about the same?

Response	No.	%
Better	67	47
Worse	16	11
Stayed the same	59	42
TOTAL	142	100

Table P-38

Are you worried about the city's handling of money or are you worried abut the quality of service (e.g. garbage pick-up or the paving of roads) or is there something else?*

Response	No.	%
Handling of money	29	22
Quality of service	87	66
Something else	15	12
TOTAL	131	100

*Specific responses to this item have not been coded.

Law Enforcement

Table P-39

Do you believe the police in Tuskegee are doing the best they can do to enforce the law?

Response	No.	%
Yes	62	41*
No	33	22
Sometimes	33	22
Don't know	23	15
TOTAL	151	100

*This proportion of positive responses is probably high, relative to other low income communities.

Table P-40

Are people in Tuskegee breaking the law more than they did a few years ago, less or about the same?

Response	No.	%
More	37	24
Less	24	16
Same	43	28
Don't know	50	32
TOTAL	154	100

Table P-41

Is most of the crime in Tuskegee theft, assault, or destruction of property?

Response	No.	%
Theft	53	34
Assault	5	3
Destruction of property	23	15
Civil unrest	12	8
Don't know	54	35
Other	7	5
TOTAL	154	100

Table P-42

What would control crime most effectively: more police, public education about laws, people more willing to report crime, social programs to help delinquents?

Response	No.	%
More police	17	12
Education	30	21
Willingness to report crime	16	11
Social programs	67	47*
Nothing	7	5
Other	6	4
TOTAL	143	100

*This amount of support for "social programs" is probably unusually high.

INCOME AND MARITAL STATUS

Table S-13

ANNUAL FAMILY INCOME

Response	City		Rural	
	No.	%	No.	%
000 - 999	12	4	34	16
1000 - 2999	42	15	81	37
3000 - 5999	71	25	61	28
6000 - 8999	52	18	12	6
9000 - 11999	28	10	6	3
12000 & Over	51	18	3	1
NA	29	10	20	9
TOTAL	285	100	217	100
Estimated Median	6170		2740	
County Median 3800				

Analysis: The estimated median household income has risen between 1960 and 1968 from $3800 to $6170, an increase of 68%. Half of the households had incomes above $6170 in 1968 and half had incomes below it. Probably about 35% of the increase is accountable to inflation, the cost of living. Thirty-three percent is probably due to an increase in real earning and spending power, the standard of living. The median, $6170, is still far below the figures for such cities as Montgomery and Birmingham, probably around $8000, or Detroit and Chicago, probably around $10,000.

The national poverty line has increased due to inflation from $3000 to $3500 for four person families during this same period, 1960 to 1968. Taking this change into account, the proportion of poverty homes in the city has still declined from 38% to about 23%. These figures compare unfavorably with the national decline from 25% to 11%. In rural Macon County we estimate that about 58% are below the national pverty line of 1968.

Comments: The figures carry some good news and some bad news. The city is still in bad shape, but it has not declined drastically, relative to national trends. The rural areas are a disaster.

One powerful implication of this discrepancy is that improvements in employment, housing ans welfare in the city will be likely to attract rural people to the city to occupy any lower level niche which is vacated. It is not desirable to prevent this migration as is done in the Soviet Union, but it may be possible to plan for a projected migrant population.

The figures cited above are subject to some random error, and they should be regarded with some caution. If there is any bias, it is probably in the direction of higher incomes. Poverty may be underestimated. The figures represent our best estimate at this time. Further analysis on family size and income will produce more precise results with reference to the poverty index.

Table S-14

MARITAL STATUS

Category	City		Rural	
	No.	%	No.	%
Single	32	11	22	10
Married	180	63	128	59
Widowed	40	14	44	20
Divorced	17	6	7	3
Separated	14	5	16	8
N. A.	2	1		
TOTAL	285	100	217	100

Analysis: The majority of both populations are married - sixty-three percent in the city and fifty-nine percent in the rural. The rural and urban patterns are very similar. An analysis of age and marital status will clarify the patterns.

Comments: Income supplementary programs should complement program designed to improve one's educational training or job opportunity since most of the two populations have family responsibilities. Further analysis of the income level of people desiring these programs will probably substantiate this statement.